

ALBERTA

DEPT. OF
EDUCATION

ANNUAL
REPORT

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THIRTY-FIRST ANNUAL REPORT
OF THE
DEPARTMENT OF EDUCATION
OF THE
PROVINCE OF ALBERTA

1936

PUBLISHED BY ORDER OF THE LEGISLATIVE ASSEMBLY



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Edmonton, December 31st, 1936.

TO HIS HONOUR,

PHILIP CATERET HILL PRIMROSE,

Lieutenant Governor of the Province of Alberta.

SIR:

I have the honour to transmit herewith the Annual Report of the Department of Education for the year 1936.

I remain, Sir,

Your obedient servant,

WILLIAM ABERHART,

Minister of Education.

CONTENTS

	PAGE
I. Letter of Transmittance	3
HON. WM. ABERHART	
II. The Deputy Minister:	
Report of Deputy Minister	7
G. FRED McNALLY	
(a) Report of Secretary of Department	10
(b) Report of Board Administering "The Education of Soldiers' Children Act"	12
M. M. O'BRIEN	
III. Supervisor of Schools:	
(1) General Survey, Supervisor of Schools	12
H. C. NEWLAND	
(2) Report of Registrar	22
R. V. BELLAMY	
(3) Report of Provincial Normal School, Calgary	27
E. W. COFFIN	
(4) Report of Provincial Normal School, Camrose	31
G. K. HAVERSTOCK	
(5) Report of Provincial Normal School, Edmonton	32
G. S. LORD	
IV. Chief Inspector of Schools:	
(1) Inspection in Alberta	35
E. L. FULLER	
(2) Attendance	68
D. C. McEACHERN	
V. Report of School-book Branch	70
W. H. NOBLE	
VI. Report of Buildings Branch	72
H. KINGHAM	
VII. Technical Education:	
Report of the Director of Technical Education and Principal of the Provincial Institute of Technology and Art	73
W. G. CARPENTER	
VIII. General Statistics	75
I. V. HALL	
INDEX	103

REPORT OF THE DEPUTY MINISTER

THE HONOURABLE WILLIAM ABERHART, B.A.,
Premier and Minister of Education,
Government Buildings, Edmonton.

SIR:

I have the honour to submit herewith the thirty-first annual report of the Department of Education.

Many happenings of more than usual interest in the field of education took place during the year just closed. Outstanding amongst these were:

- (a) The introduction of the new enterprise or activity system of education in the elementary school.
- (b) The beginnings of an "Intermediate School" organization.
- (c) The granting of professional status to teachers.
- (d) The re-organization of rural administrative units into large groups of schools or "Divisions".
- (e) Revision of the regulations governing teacher selection and training.
- (f) Further increase in the number of new school districts organized and in the number of log school buildings erected free of debenture indebtedness.
- (g) The highest percentage of pupils in secondary grades in our history.

PROFESSIONAL STATUS

The first of these in point of time was the granting of professional status to teachers by the legislature. Now every teacher who wishes to practise his profession must, as a condition of employment, be a member of the Alberta Teachers' Association. Already many of the advantages claimed by those who urged the legislation have been realized. Some of these are:

- (a) A new sense of professional responsibility on the part of all teachers.
- (b) Exercise of disciplinary powers conferred by the Act.
- (c) Promotion of higher educational, ethical and professional ideals.
- (d) A more generous spirit of co-operation on the part of the association with the trustees, the Department and the public generally.

LARGE UNITS

The Government, convinced that a re-organization of rural education was long overdue, secured the passage of legislation making the setting up of larger units possible. Already eleven of these are in operation. The "divisions" as they are called, are the result of combining numbers of small districts into one unit for administrative purposes. Of those established thus far the numbers of districts in each unit vary from 55 to 100. Approximately 800 districts have thus been absorbed, being about one-fifth of the total. For years rural people have been demanding such ordinary services as health supervision, better instruction in music, facilities for training in household economics, and practical education of all sorts, training in speech production and dramatics, better library service and, most important of all, the provision of high school facilities on terms somewhat similar to those which are the commonplaces of city dwellers.

Every serious student of rural conditions knows that such services can only be provided by co-operation of the small existing units. Some of these are being provided in the large units; inside of three years it is expected that all will be available. Even those who conscientiously believed that the move was a mistaken one are adopting a more conciliatory attitude and co-operating loyally and generously to give the new system a fair chance.

ENTERPRISE EDUCATION

Reference was made last year to the experimental test of the new activity programme by a number of selected teachers throughout the Province. After the reports of these teachers had been received at Easter the complete curriculum for the elementary grades (I-VI) was put in shape for printing. It was introduced into the schools generally in September. This system depends greatly on the initiative, enthusiasm and ingenuity of the teachers. That the teachers of the Province realize this and desire to equip themselves for the new demands is indicated by the fact that more than 900 enrolled in classes designed to illustrate the technique of the new system at the Summer School. Reports from school officials, parents, disinterested observers, indicate that children are finding school a much more interesting place than formerly.

INTERMEDIATE SCHOOLS

The re-organized curriculum provided for an intermediate school consisting of Grades VII, VIII and IX. Unfortunately it was not found possible to complete detailed outlines for all the grades. A beginning, however, was made with the third year (Grade IX). Details of the programme for that year will be found elsewhere in this report. It is very interesting to observe the registration in the options provided. Of course, it cannot be said that all pupils were free to make the choices which their inclinations would have dictated. In small schools but three of the options could be offered, and so the optional feature practically disappeared. Many school boards are making provision for the introduction of a wider range of units next year.

Outside the cities work in General Shop and Household Economics is offered in fifty-three centres, a really remarkable showing for one term's development. In Edmonton and Calgary practically all pupils in these grades are receiving the advantages of the intermediate school organization.

NEW REQUIREMENTS FOR ADMISSION TO TEACHING

The Department believes that with an over-supply of teachers the time has come to exercise greater care in the selection of those who are accepted for training for the work of teaching. To that end admission to Normal School next fall will be restricted to those holding the Grade XII certificate. In September last some twenty candidates were rejected because they appeared to have disabilities likely to make success in teaching very problematical. In addition to being subjected to a vigorous medical examination, candidates will be required to present a personality report signed by the principal of the secondary school from which they were graduated and a statement as to habits and character from a responsible person who has been in a position to know them intimately. In this way it is hoped to guard the entrance to this important service in the interest of pupils, profession itself, and of those who buy the service.

NUMBERS IN SECONDARY SCHOOLS

In 1920 the total enrolment in the high school grades was 9,148. In 1935 this enrolment had reached 28,648, a gain of 213.1%. In 1920 a total of 650

young people completed the requirements for graduation from Grades XI and XII combined. In 1935 the number completing these grades reached 3,564—a gain of 448.3%. The highest percentage of pupils in our history in secondary grades was reached this year, viz., 17.54.

NEW DISTRICTS AND NEW SCHOOLS

Forty new districts were organized during 1936, bringing the total number of districts up to 3,859. Construction of new school buildings, including alterations and improvements reached a value of \$111,383.58. The all-time low in this regard was 1931. There has been a gradual increase each year since then until the total given above was reached. For the years from 1924-1930, totals such as \$404,101.75 were not uncommon. Included in this year's construction, but not in the cost figure, are 44 one-room buildings built by voluntary effort on the part of the local ratepayers. Such schemes are assisted by grants of from \$100 to \$150 from the Department, and are thus enabled to begin work entirely free from debenture indebtedness.

RETIREMENTS

Retirements from the Departmental service continue to remind us that as the Province grows up those who have been instrumental in shaping her educational policies are also feeling the weight of advancing years. During the year the following reached the age of retirement and gave up their work: J. E. Loucks and Mme. Ellis-Browne from the staff of the Calgary Normal School, and H. R. Parker, W. J. McLean, and J. H. Hutchison from the inspection staff. Suitable mention of their long and valued service will be found elsewhere.

CANADIAN EDUCATION ASSOCIATION

The regular biennial meeting of the Canadian Education Association was held in Regina in October. Attendance at this meeting set a record, being more than double that of any preceding meeting. Nineteen delegates were present from Alberta. The Supervisor of Schools presented a paper on our new "Enterprise" method which was regarded as a definite contribution.

I have the honour to be, Sir,

Your obedient servant,

G. FRED McNALLY,
Deputy Minister.

REPORT OF THE SECRETARY OF THE DEPARTMENT

(M. M. O'BRIEN)

During 1936 the Government, through the Department of Education, made the necessary arrangements for the education of deaf and blind children in schools for such children in other provinces. The total number of schools to which these handicapped children were sent was six; these being the Manitoba School for the Deaf at Winnipeg, the Ontario School for the Blind at Brantford, the School for Deaf Girls at Montreal, the School for Deaf Boys at Montreal, the Nazareth Institute for the Blind at Montreal, and the School for the Deaf and Blind at Vancouver. The total number of deaf children that were taken care of was 79, and the total number of blind children taken care of was 24.

During the June term there were 60 pupils in attendance at the school in Winnipeg. At the close of the term seven pupils had completed their courses and one student transferred from Winnipeg to Vancouver. We had an unusually large number of pupils who commenced in September when the school reopened, the number being nine. Another deaf girl was sent to Montreal for the opening of the school in September. In Vancouver, two pupils who had previously been in attendance returned, and one deaf boy transferred from Winnipeg to Vancouver. As of December 31st, 1936, the attendance of pupils at the different schools was as follows: 61 at the Manitoba School for the Deaf, 3 at the School for Deaf Boys in Montreal, 3 at the School for Deaf Girls in Montreal, and 3 deaf pupils at the Vancouver School. In addition to these pupils there were two other deaf pupils under the care of the Department, one deaf boy who is still receiving instruction at the Montessori School in Calgary, and a physically handicapped deaf girl who has been taken care of under private arrangements.

There were 20 blind children taken care of at the Ontario School for the Blind at Brantford during 1936. Fifteen students attended during the June term, and one of these did not return for the December term. Five new pupils commenced in September, making a total of 19 pupils in attendance at the end of the year, 13 girls and 6 boys. One new blind pupil commenced attendance at the Nazareth Institute for the Blind in Montreal in September and 3 new blind pupils commenced at the School for the Deaf and Blind in Vancouver.

The total amount expended on behalf of the deaf and blind children for the fiscal year ended March 31st, 1936, was \$33,975.08, or \$5,802.56 less than for the previous year. Due to the increase in the number of such students and to the fact that the Manitoba School for the Deaf, where the cost is on a per diem basis, extended the school year, the expenditure for this purpose for the current year, 1936-37, will be much greater.

As in former years a grant was made by the Legislature to the Canadian National Institute for the Blind, the amount of the same being \$7,500.00 for the fiscal year ended March 31st, 1936. The amount was equally divided between the two Alberta Committees, the Northern Alberta Committee with headquarters in Edmonton and the Southern Alberta Committee with headquarters in Calgary. For administration purposes the Province is divided. The southern area is served by an executive committee of twelve members residing in the City of Calgary and the northern area is served by an executive committee of ten members residing in the City of Edmonton. These committee members give their services free. In addition to the committees, there are at

each hedaquarters, offices for the executive officer, the blind teacher, office assistants and workroom assistants where the different phases of the work that the Institute engages in during the year is handled. The executive officers and teachers are blind persons, and these officials and the necessary assistants are regularly employed and receive regular salaries. The total amount expended in Alberta during 1935-36 was \$15,301.78. In addition to the grant made by the Legislature it is necessary therefore for the two committees to obtain additional funds, and these funds are raised by campaigns conducted each year under the auspices of the Institute.

SPECIAL CLASSES

Two sight-saving classes conducted in the Province were still being operated in 1936. In the class in Calgary there were 19 pupils and in the class in Edmonton 14 pupils. Classes for sub-normal children were again conducted under the two Calgary School Boards and the Edmonton Public School Board. The Calgary Public School Board had six such rooms in operation with a total enrolment of 113 pupils; the Calgary Separate School Board had one such room with 13 pupils, and the Edmonton Public School Board had eight rooms with 141 pupils. These rooms received grants from the Government, through the Department of Education, on a different basis than the regular school grants, the rate being 50% of the teacher's salary. For the six rooms for sub-normal pupils and the one sight-saving class conducted by the Calgary Public School Board the grant paid was \$5,259.16. The one room for sub-normal pupils conducted by the Calgary Separate School Board received a grant of \$482.04, and the eight rooms for sub-normal pupils and the one room for the sight-saving class in Edmonton received a grant of \$7,261.90.

LOANS TO NORMAL SCHOOL STUDENTS

While no loans are now made to Normal School students, there is still a considerable balance outstanding on the loans made prior to 1932. Collections are still being made, and the amount outstanding has been greatly reduced. During the fiscal year 1935-36 there was collected on these loans \$20,481.13 principal and \$5,178.31 interest. Fifty-six teachers closed out their accounts during the year, and 168 teachers made payments against their accounts. The balance outstanding on these loans at the end of the fiscal year, i.e., March 31st, 1936, was \$108,611.60 principal and \$21,263.85 interest.

LOANS TO SCHOOL DISTRICTS

No new direct loans were made by this Department to school districts during 1935-36. There is a considerable balance outstanding on loans made to school districts during the years 1915 to 1932. During the fiscal year 1935-36 there was collected on school district loans \$2,525.34 principal and \$5,681.46 interest. Two school districts closed out their accounts and 38 districts made payments against their accounts. The balance outstanding against school district loans as at March 31st, 1936, was \$323,151.57 principal and \$169,566.54 interest.

OFFICIAL AUDITORS

For the year ended December 31st, 1936, there were 968 official auditors appointed to audit the books and accounts of school districts. The reports received from these auditors were, generally speaking, quite satisfactory, and these reports brought to light quite a number of shortages in the accounts of treasurers of school districts. It was found necessary to submit claims to the different bond companies on behalf of thirteen school districts. In a number of

cases restitution was made by the officials concerned, and in the other cases the bond companies have already paid on the shortages \$4,527.19, with still a certain amount outstanding due to negotiations regarding the exact amount payable.

REPORT OF THE BOARD ADMINISTERING THE EDUCATION OF SOLDIERS' CHILDREN ACT

(M. M. O'BRIEN, *Honourary Secretary*)

An appropriation was again made by the Legislature to assist in the education of soldiers' children in accordance with the provisions of The Education of Soldiers' Children Act. The personnel of the Board was the same as that in 1935: Lt.-Col. T. C. Sims, Chairman, R. V. Bellamy, and M. M. O'Brien, Honourary Secretary.

During the fiscal year ended March 31st, 1936, there were 255 students who received assistance under this Act, the amount expended on their behalf amounting to \$12,015.61. It should be noted that the number of students receiving assistance during the above mentioned period was greatly in excess of the average for the years since the Act was first passed. During 1931, the year in which the present Board commenced to function, the number of students receiving assistance was 131, in 1932 the number was 159, in 1933 it was 119, in 1934 it was 127, in 1935 it was 193, and in 1936 it was 255, while at the end of 1936 there were some 325 pupils receiving assistance. Due to this unexpected increase in the number of students eligible for these awards, the Board found it was not possible to take care of all the cases on the basis formerly adopted. During the present academic year, therefore, the Board made a reduction of some 20% in the amount of the individual awards. Even so, the regular appropriation will probably be exhausted before the close of the fiscal year.

Statistics for the fiscal year 1935-36 are as follows:

The number of students who received awards was 255, and the following table gives the details of the different courses followed by the students receiving awards:

	Boys	Girls	Total
1. Technical Courses	28	9	37
2. High School (Academic)	82	96	178
3. High School (Commercial)	5	31	36
4. Agriculture	3		3
5. Nursing		1	1
	118	137	255

REPORT OF THE SUPERVISOR OF SCHOOLS

(H. C. NEWLAND)

The year 1936 has assuredly been a year of real progress in education for this Province. The deliberations of curriculum committees have borne fruit in new programmes for Grades I to VI, for Grade IX, and for the Normal Schools. New courses have been added to the programmes, and new textbooks have been introduced. A new scheme has been projected for the training and certification of teachers. A new system has been announced for examining Grade IX students. Teachers, trustees, and parents have accepted these changes in a commendable spirit of co-operation. Teachers have been willing to improve their qualifications for offering the new programmes by taking special courses

at the Summer School; and trustees have helped to realize the objectives of the new programmes by purchasing additional equipment.

MEETING OF THE GENERAL COMMITTEE ON THE HIGH SCHOOL PROGRAMME

The General Committee on the High School Programme met in the Parliament Buildings on January 10 and 11, 1936. The following members were present: The Honourable William Aberhart, Minister of Education; Mr. G. Fred McNally, Deputy Minister of Education; Dr. R. C. Wallace, President of the University of Alberta; Mr. E. L. Fuller, Chief Inspector of Schools; Dr. W. G. Carpenter, Principal of the Institute of Technology and Art, Calgary; Dr. M. E. Lazerte, Director of the School of Education, University of Alberta; Dr. John Macdonald, University of Alberta; Mrs. A. H. Rogers, Secretary of the Alberta Trustees' Association; Mr. H. E. Balfour, Inspector of High Schools; Mr. D. M. Sullivan, Inspector of High Schools; Mr. E. J. Thorlakson, representative of the Alberta Teachers' Association; and the Supervisor of Schools, who acted as chairman.

At this meeting the Committee completed the work of drafting the new Grade IX programme. It decided, however, to detach Grade IX from the high school programme, and hand it over to a new committee, which will in future deal with the programme for Grades VII, VIII and IX as a closely integrated unit to be known as the "Intermediate School." Grades I to VI will constitute the "Elementary School," and Grades X, XI and XII the "High School".

The Committee spent the greater part of its session in considering a revised scheme for departmental examinations. The main features of the proposed new scheme are as follows:

1. Departmental examinations will be given on completion of the intermediate school programme (Grade IX), and again on completion of the high school programme (Grade XII). There will in this way be four testing points in the school programme: at the end of Grade III, Grade VI, Grade IX, and Grade XII.
2. For subjects that do not extend through the three years of the high school programme, examinations will be set at the conclusion of the completing unit.
3. On the first year's work of two-year subjects, and the first two years' work of three-year subjects, teachers will promote by "recommendation." Certain "accredited" high schools will be permitted to recommend their students without having them take any departmental examinations.
4. The new scheme, when fully operative, will reduce the number of examination papers set annually by the Department to the extent of approximately 40%.
5. The principle of the "comprehensive examination" will apply for the following subject-matter fields: English, Mathematics, Science, and Social Studies. The examinations will be "objective" in type, to a very considerable degree.
6. The Grade IX examination will measure the intermediate school achievement of pupils according to certain definite standards of quality. A pupil's total performance will be graded, and on the basis of the grading assigned, supplemented when necessary by cumulative school records and a rating in respect to general ability, the pupil will be guided to the type of high school programme that best suits his needs and capacities.

Finally, the Committee recommended that the Department of Education exert a greater measure of control over schools offering the high school programme in respect to (i) the qualifications of teachers, (ii) the number of classes and subjects taught, and other such factors of administration, and (iii) the equipment and general facilities.

HIGH SCHOOL ENTRANCE EXAMINATION BOARD

In order to carry into effect the foregoing recommendations with respect to the Grade IX examination, the Minister appointed the following persons as members of the High School Entrance Examination Board: The Supervisor of Schools (Chairman); Dr. M. E. Lazerte, Director of the School of Education; Mr. E. L. Fuller, Chief Inspector of Schools; Dr. W. G. Carpenter, Director of Technical Education; Mr. H. E. Balfour, Senior High School Inspector; Mr. L. B. Yule, Inspector of Schools, Vegreville; and Mr. A. J. H. Powell, Principal of the McCauley Intermediate School, Edmonton.

The Board will make preparations for the Grade IX examinations to be held in June, 1937.

MEETING OF THE GENERAL COMMITTEE ON THE INTERMEDIATE SCHOOL PROGRAMME

This Committee met in the Edmonton Normal School Building on March 20, 1936, with the following members present: Dr. M. E. Lazerte, Director of the School of Education; Mr. E. L. Fuller, Chief Inspector of Schools; Dr. W. G. Carpenter, Director of Technical Education; Mr. H. E. Balfour, Senior Inspector of High Schools; Miss Olive Fisher, Calgary Normal School; Mr. G. K. Haverstock, Principal, Camrose Normal School; Mr. H. B. Trout, Camrose Normal School; Mr. W. E. Hay, Inspector of Schools, Stettler; Dr. D. J. Dickie, Edmonton Normal School; Mr. G. K. Sheane, Calgary Normal School; Mr. Stanley Deane, representative of the Alberta Teachers' Association; Mr. H. C. Clark, representative of the Alberta Teachers' Association; and the Supervisor of Schools, who acted as chairman.

The Committee reviewed the course outlines for the subjects of the new intermediate school programme (Grades VII, VIII and IX) as submitted by the sub-committees, and appointed an editorial committee to supervise the printing of the new *Programme of Studies for Grade IX*, introduced in September 1936.

THE NEW GRADE IX PROGRAMME

The programme comprises the *five compulsory subjects*, English, Mathematics, Social Studies, General Science, and Health and Physical Education, together with *three optional subjects* to be selected from the following: Junior Business, Art, Dramatics, Music, Oral French, General Shop and Household Economics.

A revised programme for Grades VII and VIII will be introduced in September, 1937. This programme, together with the new programme for Grade IX, will be printed as the *Programme of Studies for the Intermediate School*. Intermediate school units have already been set up in Edmonton, Calgary, and a few other centres, with a marked quickening of the pupils' interest in the work of Grades VII, VIII and IX. The work of the intermediate school is not primarily a preparation for the high school programme. It is complete in itself, and will appeal to many hundreds of boys and girls who may never go to high school. It affords the possibility of try-out and exploratory courses, and of some attempt at educational guidance. Many school boards have already made a generous response to the demands of the new programme.

by installing equipment for the teaching of General Science, General Shop, Household Economics, and Typewriting, and by furnishing small reference libraries for the work in Social Studies. When the new programme gets under way in the larger school divisions it will infuse a new spirit into rural education.

It was not to be expected, however, that all of the teachers offering the former Grade IX programme would be qualified for teaching the optional subjects of the new programme. Accordingly, provision was made for special qualifying courses at the Summer School, and school boards were notified, through a Departmental circular issued in May, that special qualifications would be required of teachers intending to offer instruction in these subjects during the year 1936-37.

MEETING OF THE GENERAL COMMITTEE ON THE ELEMENTARY SCHOOL PROGRAMME

This Committee met in the Normal School, Edmonton, on March 20th, with the following members present: Dr. M. E. Lazerte, Director of the School of Education; Mr. G. K. Haverstock, Principal of the Camrose Normal School; Miss O. M. Fisher, of the Calgary Normal School; Dr. D. J. Dickie, of the Edmonton Normal School; Inspector W. E. Hay, of Stettler; Mr. H. B. Trout, of the Camrose Normal School; Mr. Stanley Deane, representative of the Alberta Teachers' Association; and the Supervisor of Schools. The following members of the General Committee on the Programme for the Intermediate School were also present: Dr. W. G. Carpenter, Mr. E. L. Fuller, Mr. H. E. Balfour, Mr. G. K. Sheane, and Mr. H. C. Clark. Dr. G. S. Lord, Principal of the Edmonton Normal School, and Mr. W. D. McDougall, Principal of the Normal Practice School, Edmonton, also took part in the proceedings.

The main question before this meeting was that of introducing the *enterprise programme* in elementary schools. The Supervisor of Schools placed before the Committee a number of reports from the 60 or more specially selected and trained teachers who, under a special arrangement made during the preceding year, were experimenting with enterprise work in rural schools. Reports from the inspectors who were supervising this work were also considered, and special reports from the staffs of the Normal Practice Schools.

After a prolonged and exhaustive discussion it was resolved to recommend that the *enterprise programme* be introduced in September, 1936, and that the new programme be printed and distributed to all schools before that date. It was decided, however, that only teachers having special training and experience in enterprise work should be asked to attempt in September a full enterprise programme. Others would be expected to attempt two or three enterprises during the school year. Plans were laid for informing the teaching body regarding the new programme, and for offering special courses of instruction in it at the next session of the Summer School. School boards were notified of the change by a Departmental circular issued in May.

The work of revising the enterprises was turned over to a special committee, which met in the office of the Supervisor of Schools on April 10th and 11th, with the following members present: Dr. D. J. Dickie, Miss O. M. Fisher, Miss G. Twomey, Miss R. Chittick, Inspector W. E. Hay; Inspector Lorne Good, Mr. G. K. Sheane, and the Supervisor of Schools. Mr. J. Jonason was unable to be present.

The special committee undertook the preparation of material to be printed in the new *Programme of Studies for the Elementary School*, with due regard to the following principles:

- (i) The enterprises, according to a ruling of the General Committee, are activity procedures for motivating the acquisition of fundamental skills and for presenting the learning materials of content "subjects" in loose groupings. They are not activity units in that extreme form in which there is a complete fusion of subject-matter content, and through which learning is incidental rather than teacher-directed. Teachers who follow the enterprise procedure will therefore require in the new programme a statement of outcomes and attainments, grade by grade, for each of the skills and content subjects. Other teachers will, of course, find the same need for this statement as previously.
- (ii) The grade designations will be retained, however, not for the purpose of promotion, but merely to indicate levels of attainment.
- (iii) The programme will be arranged in such a manner that teachers may elect as little or as much of the enterprise work as they desire, the maximum number of enterprises for a year's work being six.
- (iv) The Social Studies represent, on the side of content, a fusion of Geography, History and Civics. On the activity side, however, they will include Music, Art, Dramatics, Literature, Health and Science. The learning involved is to be social and appreciational rather than informational.
- (v) Music will be a required subject throughout the elementary school, and will be closely linked with every activity of the school programme.
- (vi) The listed enterprises will be suggestive, not prescriptive. Provision will be made for changing the list of enterprises each year.
- (vii) The new programme will contain a full explanation of the enterprise procedure.

OFFICIAL BULLETIN OF THE DEPARTMENT

As the revised programmes of studies are introduced, the Department finds the need of better facilities for direct communication with the teachers of the Province. Accordingly, the Minister has approved an *Official Bulletin of the Department of Education*, published monthly in the *A.T.A. Magazine*, by means of which teachers are informed regularly and promptly with regard to regulations, notices, and other matters pertaining to examinations, textbooks, reference books, and equipment. This new feature is proving very valuable, especially to rural teachers.

REPORT ON TEACHER TRAINING AND ANNUAL CONFERENCE OF NORMAL SCHOOL INSTRUCTORS

At the end of June the Supervisor of Schools completed a survey of teacher training in Canadian Normal Schools, and submitted to the Minister a report with recommendations based thereon. The report and recommendations were considered by the annual conference of Normal School principals and instructors, held at the Government Buildings on June 29th and 30th, with the Deputy Minister present for part of the session. As a result of the recommendations of the conference, the following regulations were approved by the Minister:

Changes in Certification.

- (i) On and after September 1, 1938, teachers will no longer be given certificates of the First or Second Class, but will be certificated for the elementary school, the intermediate school, or the high school.
- (ii) In June, 1937, and thereafter, teachers' interim certificates will be issued only to students who have completed the normal school requirements without conditions or deficiency. Students having normal

school deficiencies will be required to clear them by attendance at summer school, or by returning to the normal school to attend from January to June and repeat the full course during that period.

- (iii) All interim certificates will be valid for three years from the close of the school term during which they are issued. The requirements for permanent certificates are the following: (a) two years' experience in teaching; (b) favourable inspection reports; (c) attendance at one summer school session after one year's experience in teaching.
- (iv) On and after September 1, 1937, teachers holding Second Class Certificates will not be permitted to teach grades above the ninth; and after September 1, 1938, such teachers will not be permitted to teach grades above the eighth.
- (v) On and after September 1, 1937, every permanent certificate shall lapse when the holder thereof has at no time during a period of five years immediately preceding been in the employ of a school board under The School Act as a teacher or superintendent, or of the Department of Education as an inspector, normal school instructor, or other supervising official.
- (vi) In making appointments to the inspectorial or normal school staffs, the Department will in future adopt the policy of appointing only persons who hold the Bachelor of Education degree, or the equivalent thereof, or persons who have at least one year's training in graduate education.
- (vii) After June, 1937, teachers who have still to complete the reading-course requirement for a permanent certificate will be required to take a course at the summer school before being granted a permanent certificate.

The following changes in the Normal School Programme were also approved:

Changes in Normal School Programme.

- (i) The maximum number of candidates to be admitted for training in normal schools is set at 500 for the year 1936-37; at 450 for the year 1937-38; and 400 for each year thereafter.
- (ii) In September, 1937, admissions are to be limited to candidates holding complete Grade XII standing.
- (iii) All admissions are to be regarded as provisional until the following further requirements have been met:
 - (a) The candidates have passed a satisfactory medical examination.
 - (b) The candidates have during the first week of the normal school term taken a qualifying examination, consisting of a test of general ability, and also of tests of proficiency in oral and written English, spelling, writing, and such other subjects of the elementary or intermediate school programme as may be deemed proper. The qualifying examination will include a test of intelligence, tests in oral reading and language, silent reading, good usage, sentence structure, vocabulary, spelling, history, geography, science and health, and arithmetic.
 - (c) Candidates who are defective in the use of the English language, either oral or written, will not be permitted to proceed with the course.
 - (d) The staff of each normal school will score the tests given to their own students, but a distribution of the scores in each of the

tests will be made for the whole group of 500 candidates, Dr. Sansom acting as statistician. Recommendations respecting withdrawals will be made on the basis of the test results.

- (iv) Candidates hereafter must be seventeen years of age on September 1st of the year for which they are registering, and free from serious disabilities.
- (v) Candidates will be required to present along with their applications a personality report signed by the principal of the secondary school from which they were graduated.
- (vi) The work of training in the normal school will be reorganized on the basis of twenty-three credits, a unit of credit being based on one period of instruction per week throughout the year.
- (vii) The instruction load per teacher has been reduced to 18 periods per week, and the student load to 20 class periods per week.

THE 1936 SUMMER SCHOOL

Owing to the fact that at the 1936 Session of the Summer School for teachers qualifying courses were offered in the enterprise programme and in the special subjects of the new Grade IX programme, the enrolment in the Department's section of the school increased by more than 100% over that of the preceding year. In 1935 the enrolment was 861; in 1936 it was 1,925.

This unprecedented and unexpected increase in enrolment brought many more than the usual number of administrative difficulties, and taxed to the utmost the Department's resources both in staff and in accommodation. For the course in enterprise work it was impossible to provide an adequate staff of competent instructors, with the result that the classes were unduly large; and this was the situation with respect to Junior Business and Dramatics. For the classes in Enterprise Education and Dramatics some alleviation was effected by the use of "demonstrators," or teachers who had previously taken the course and who acted as instructors' assistants. This innovation made it possible to offer the course in Enterprise Education to more than 1,100 teachers.

It was likewise found necessary to utilize every available classroom in the University buildings and to secure additional accommodation in St. Stephen's College, St. Joseph's College, the Normal School, and the Garneau Public School. It will no doubt be advisable next year to relieve the congestion at Edmonton by extending the operations of the Calgary session of the Summer School, held at the Provincial Institute of Technology and Art in Calgary.

Under the new regulations for the certification of teachers, a very important function of the Summer School will hereafter be that of offering what may be regarded as a second-year normal school course to teachers who are completing the requirements for a permanent certificate. The Summer School will also offer "refresher" courses, and courses leading to special certificates in Art, Music, Dramatics, Physical Education, Household Economics, Commercial Subjects, and Technical and Industrial Subjects.

The following statistics will give further information about the work of the 1936 session:

SUMMER SCHOOL STATISTICS, 1936

Number registered in Department of Education section	1,925
Number registered in University of Alberta section	336
Total Registration	2,261
Duplicates	126
Net Registration	2,135

Number of teachers who took the course for the First Class Certificate	225
Number of teachers who successfully completed the course for the First Class Certificate	203
Number of graduates of the School of Education who qualified for the First Class Certificate	1
Number of professional subjects offered	68
Number of academic subjects offered	15
Number on instructional staff	46
Number of Summer School certificates issued	1,767
Number of teachers who qualified for the special certificates:	
High School Art	2
Primary Work	28
Junior Grade Work	8
Intermediate Grade Work	3
Elementary Music Certificate	5
Instructor's Certificate in Physical Education	30
High School Instructor's Certificate in Physical Education	15
Swimming	113
St. John Ambulance Certificate in First Aid	94
St. John Ambulance Certificate in Home Nursing	33

SCHOOL OF EDUCATION

In December, 1935, the School of Education Liaison Committee, on which the Department is represented by the Supervisor of Schools, the Chief Inspector of Schools, and Dr. Lord, Principal of the Edmonton Normal School, discussed a resolution to change the mode of certification of high school teachers. This resolution was passed unanimously at a subsequent meeting held on January 21st, 1936, to the following effect:

"That on and after January 1st, 1937, the High School Teacher's Certificate be the only certificate authorizing the holder to teach in Grades XI or XII in the Province of Alberta.

"Provided, however, that university graduates with previous normal school training be given authority to teach for one year in Grades XI and XII if they have completed the first half of the two-summer-session course in the School of Education which is prescribed for teachers holding the First Class Certificate who desire to obtain the High School Teacher's Certificate."

This resolution is in accord with the proposed new scheme of teacher certification, under which graduates of the normal schools will not hereafter be certificated for grades above the tenth.

At the request of the Department, the School of Education will in future offer to its students facilities for observation and practice teaching in the work of the elementary grades. This arrangement will obviate the need of conducting classes in practice teaching at the Summer School for graduates of the School of Education who wish to obtain the First Class Certificate or the Elementary School Certificate.

The School of Education Liaison Committee and the School of Education Joint Committee are considering the question of matriculation for students who have completed the programme of a commercial high school; and also the relation of training in Agriculture to the requirements of the School of Education.

CHANGES IN THE STAFF OF THE NORMAL SCHOOLS

Two members of the Calgary Normal School staff retired in June, 1936—Madame Ellis-Browne and Mr. James E. Loucks, M.A.

Madame Ellis-Browne has been in charge of the work in music at the Calgary Normal School since January 1st, 1910. She is an accomplished musician who during that period not only occupied a position of leadership amongst musicians of the Province, but also inspired hundreds of teachers with a genuine love of music and a desire to make music a vital part of the school programme.

Mr. James E. Loucks was principal of the Medicine Hat Schools, when in 1907 he was appointed to the inspectorial staff of the Department of Education. In 1911 he was transferred to the staff of the Calgary Normal School, where he has served since that time as instructor in English. Mr. Loucks belongs to that small group of educational pioneers who fashioned our provincial system of education, and have lived to see their work justified by its results.

Madame Ellis-Browne's place has been taken by Mr. Irvine H. Graham, M.A., who was appointed to the Calgary staff in September, 1937.

SCHOOL MUSIC

The Department is encouraging the study of music in Alberta schools by making the programme in music compulsory in all the grades from I to VIII. Music will be an optional subject in Grades IX and X, but will be required for Normal Entrance. Provision has been made for granting standing in Music to pupils of the intermediate school grades who belong to a school band or orchestra, or who take private instruction in vocal or instrumental music.

In addition to the examinations in music conducted by the examining boards of eastern and other institutions of music, the recently established Western Board of Music will hereafter hold annual examinations in the practice and theory of music for the benefit of all students taking private instructions.

In Alberta these examinations will be in charge of the University of Alberta. The Senate Advisory Board on Music, of which the Supervisor of Schools is secretary, will assist in making the necessary arrangements for the examinations.

THE CANADIAN EDUCATION ASSOCIATION

It was the privilege of the Supervisor of Schools to attend the seventeenth meeting of the Canadian Education Association, held in the Hotel Saskatchewan, Regina, on October 19th, 20th and 21st, 1936. The proceedings included some very valuable reports on special research investigations, and on educational policy during the last two years in the Provinces of Canada. The report from Alberta was given by the Deputy Minister, Mr. McNally, who also gave a report from a special committee investigating standards for graduation from high schools and for admission to university. The Supervisor of Schools dealt with Alberta's new programme for the elementary school.

At the evening session on Monday, addresses were given by Hon. J. W. Estey, Minister of Education for Saskatchewan, Dr. G. F. Rogers, Chief Inspector of Secondary Schools for Ontario, and President of the Association, and Dr. H. F. Munro, Superintendent of Education for Nova Scotia.

On Tuesday evening, President Sydney E. Smith, of the University of Manitoba, gave an excellent and most timely address on the relation of the universities to the secondary schools. This address was of special interest to representatives from Alberta and British Columbia, who are striving to keep matriculation requirements from making the high school programme too rigidly academic.

CONFERENCE ON SCHOOL LIBRARIES

A number of library officials in the Province were invited to meet the Deputy Minister of Education and the Supervisor of Schools at the Parliament Buildings on Monday, October 26th. The purpose of this Conference was to discuss ways and means of providing an adequate supply of library and reference books for schools undertaking the enterprise programme and the new programme

for the intermediate school. The following persons were present: Mr. G. F. McNally, Deputy Minister of Education; Miss Jessie Montgomery, Librarian, Department of Extension, University of Alberta; Miss Alice S. Hutchison, Calgary; Miss Emily Clever, Librarian, Edmonton Normal School; Miss Cecilia Taylor, Librarian, Camrose Normal School; Mr. Alexander Calhoun, City Librarian, Calgary; Mr. E. L. Hill, City Librarian, Edmonton; Mr. D. E. Cameron, Librarian, University of Alberta; and Mr. Donald Cameron, Director, Department of Extension, University of Alberta. The Supervisor of Schools acted as chairman.

After an exhaustive discussion of the whole question of school libraries and rural library service, recommendations were made to the Minister, of which the following are the most important:

1. That to meet the present emergency small subsidies of books or cash be made to any existing library, favourably situated, willing to undertake the distribution of such books among rural schools; said books to remain the property of the Department. And that every effort be made to see that existing book collections in towns and cities be used to the limit to meet this emergency situation.
2. That we urge upon the Department of Education the giving of a small grant upon a dollar for dollar basis to each rural school for the supply and maintenance of a minimum reference collection, the grant not to exceed \$5.00 in value for each school; with the proviso that the Department retain control of the care of said books and that the Department prepare a list of approved reference books, from which school boards would make a selection in order to earn grant.
3. That a survey be made at once of one or more of the most favourably situated new larger administrative school units with a view to the establishment of an experimental regional school library system, upon the results of which a comprehensive scheme for the whole Province may be developed.
4. That the Dominion Government be petitioned to grant cheaper book-post rates to and from libraries and a more liberal zoning system; and that steps be taken to enlist in favour of this proposal the support of all Provincial and Dominion teachers', librarians' and adult education organizations.

On December 29th the Supervisor was given an opportunity by the Chief Inspector to place these recommendations before the inspectors who are organizing the new school divisions. It was agreed that it should be one of the first duties of the divisional boards to provide a school library service for each division, and that this service should be centralized at the headquarters of each division. Further steps can be taken when the draft scheme has been submitted that is being prepared by Mr. Alexander Calhoun, City Librarian, Calgary, and Miss Bletcher, City Librarian, Lethbridge.

THE PUBLIC SCHOOL CORRESPONDENCE SCHOOL

The Public School Correspondence Branch offers instruction in the work of Grades I to VIII. During the past year 420 pupils have enrolled; and lessons have been sent by mail to approximately 1,000 pupils, many of whom live in unorganized territory where they are entirely without school facilities. Others are forced to use the Home Study Courses because of physical disabilities, which make school attendance impossible. Still others have been obliged to enroll in the Correspondence School because the lack of warm clothing makes school

attendance a definite hardship. It is gratifying to note that a small number of adult students are making an effort to raise the standard of their education and, in the cases of New Canadians, to improve their knowledge of the English language through the medium of the Correspondence School.

Definitely prepared lesson outlines serve to guide the students in a systematic study of the work assigned in the various grades. By means of careful explanations and examples attached to the answer papers, the teachers of the school are able to help the students materially. As a result of the little personal notes and the occasional snapshots included with the answer papers, it is possible for the teachers to gain an insight into the home life of the pupils and to get a better understanding of the conditions under which they work.

While the Correspondence School cannot take the place of regular school attendance, it does offer a wonderful opportunity for those children who are growing up without school facilities. Children who study alone usually work under a considerable handicap, but their desire to make progress forces the development of independent thought and self-reliance which proves invaluable when the opportunity to attend school presents itself. In so far as our records show, those pupils who return to school or who enter the field of higher education, make a good average and, in some cases, better than average showing.

REPORT OF THE REGISTRAR

(R. V. BELLAMY)

In June of 1936, 18,918 candidates wrote on the High School Examinations in 1,208 centres. This is a net increase of 405 candidates over 1935. The number who wrote this year as compared with 7,271 candidates for the same examinations in 1926, represents over two and one-half times the number of candidates who wrote ten years ago.

In August of this year, 4,353 wrote on the Supplemental Examinations as compared with 1,513 in 1926. This is over two and three-quarter times as many candidates as wrote on these examinations ten years ago.

The increase over the period of ten years is notable, particularly in the third and fourth years, the increase in the third year being 100% and in the fourth year 500%.

The total number of candidates for the Commercial Examinations (728 in the second, third and fourth years) is approximately four times the number who wrote on these examinations in 1926.

In the three Technical Schools a total of 483 candidates wrote on the second and third year examinations. This represents an increase of 391 over 1931, or five times the number who wrote that year, the first in which the records of Technical Schools were segregated.

The High School and University Matriculation Examinations Board during the year made a careful study of the measurement of intelligence of Alberta students. After computing the average percentage of passes in fourth year units over a period of years, in accordance with modern trends in education, it was decided to pass a uniform percentage of candidates in each unit of the fourth year on which a minimum of 500 candidates wrote. The percentage was set at 75. Marks were transmuted to accomplish this result.

While the percentage of passes in fourth year units was 75.87 for the Province, the net percentage of passes for second, third and fourth years was

71.67%, or nine-tenths of 1% lower than in 1935. On the Commercial examinations the percentage of passes was 77.89 and on the Technical School examinations 71.81. The percentage of passes on the Supplemental examinations was 48.6%. This is always considerably lower than on the June examinations, as a much less select group of candidates write in the fall.

Grade VIII diplomas were issued to 11,018 students in 1936, an increase of 4,825 in a period of ten years. These students represent the successful Grade VIII students from 2,353 districts.

For the first time under the unit system, in 1931, credit was granted to students taking the work of first year High School and English 2 on recommendation. In 1936 a total of 17,242 certificates of credit were issued to students in first year High School units and English 2. This constitutes an increase of 578 over 1935. These students were prepared in 1,953 school districts.

DEPARTMENTAL EXAMINATIONS, 1936

Examination	Number of Candidates	Total	Increase over 1935
HIGH SCHOOL*			
JUNE—			
Academic:			
First Year	105**		
Second Year	6,563		
Third Year	5,045		
Fourth Year	5,994	17,707	220
Commercial:			
Second Year	565		
Third Year	149		
Fourth Year	14	728	72
Technical:			
Second Year	326		
Third Year	157	483	113
SUPPLEMENTAL—			
Third Year	1,974		Decrease
Fourth Year	2,379	4,353	100
		23,271	305

*Candidates are classified in the year of the highest unit written.

**This includes students prepared by private study, by correspondence and at night school. Students in attendance in all public, separate and private schools may be recommended by the teacher or principal for credit in all units of the First Year and English 2.

DEPARTMENT OF EDUCATION

ANALYSIS OF RESULTS BY UNIT—JUNE, 1936

UNIT	Number of Candidates	Number of Passes
Agriculture 1	2,249	1,584
Agriculture 2	1,476	1,190
Algebra 1	95	49
Algebra 2	5,931	3,859
Algebra 3	2,355	1,754
Arithmetic 1	4,284	2,776
Art 1	4,155	2,495
Art 2	304	173
Biology 1	1,877	1,426
Chemistry 1	3,424	2,435
Chemistry 2	1,586	1,211
Composition 1	99	82
Composition 2	175	109
Composition 3	4,438	3,276
Composition 4	2,454	1,864
French 1	133	99
French 2	3,619	2,653
French 3	1,728	1,302
General Science 1	85	30
Geography 1	3,767	2,674
Geometry 1	102	62
Geometry 2	4,972	3,245
Geometry 3	269	186
German 1	62	47
German 2	163	122
German 3	57	43
Greek 3	2	1
History 1	96	55
History 2	6,318	4,424
History 3	4,032	2,801
History 4	1,925	1,480
History of Literature 1	841	632
Latin 1	89	70
Latin 2	1,572	1,233
Latin 3	610	464
Literature 1	87	66
Literature 2	139	124
Literature 3	4,388	3,405
Literature 4	2,716	2,063
Music 1	4	1
Music 2	1	1
Physics 1	4,770	3,727
Physics 2	1,693	1,298
Trigonometry 1	2,696	2,063
	81,838	58,654

Percentage of Passes—71.67%

COMMERCIAL EXAMINATIONS, 1936

UNIT	Number of Candidates	Number of Passes
Advertising and Salesmanship	8	8
Bookkeeping 1	510	475
Bookkeeping 2 (Practice)	96	77
Bookkeeping 2 (Theory)	95	89
Bookkeeping 3 (Practice)	3	1
Bookkeeping 3 (Theory)	3	2
Business English 2	509	343
Business English 3	84	75
Commercial French 2	105	63
Commercial French 3	4	3
Commercial History 1	80	70
Commercial Law	112	105
Mathematics 2	71	32
Mathematics 3	4	3
Penmanship 2	479	464
Practical Office Training 1	9	6
Rapid Calculation 2	292	175
Secretarial Training	89	67
Spelling 2	516	409
Stenography 2	506	354
Typing 1	7	7
Typing 2	536	383
Geography 1	63	50
History 3	3	3
Literature 3	70	49
Literature 4	2	2
	4,256	3,315

Percentage of Passes—77.89%

ANALYSIS OF RESULT BY UNIT—TECHNICAL, 1936

UNIT	Number of Candidates	Number of Passes
Building and Construction 1	4	4
Cabinet Work 1	79	71
Carpentry 1	2	1
Chemistry 1 (Girls)	4	2
Clothing 1	10	9
Composition 3	88	33
Drawing and Design 2	22	19
Dressmaking 2	41	39
Electricity 2	138	123
Electricity 3	31	30
Food and Dietetics 1	3	3
General Mathematics 2	268	161
General Mathematics 3	86	63
General Science 2 (Boys)	243	161
General Science 2 (Girls)	52	23
General Science 3	72	54
Geography 1	95	61
History 3	89	40
Household Economics 2	40	38
Industrial Art 1	4	4
Industrial History 1	284	230
Literature 3	90	36
Metal 2	76	75
Metal 3	10	10
Motor Mechanics 2	95	84
Motor Mechanics 3	27	26
Physiology and Hygiene 1	9	9
	1,962	1,409

Percentage of Passes—71.81%

DEPARTMENT OF EDUCATION

SUPPLEMENTAL EXAMINATIONS, 1936

UNIT	Number of Candidates	Number of Passes
Agriculture 2	115	99
Algebra 2	481	40
Algebra 3	306	100
Arithmetic 1	566	248
Art 2	27	9
Biology 1	293	170
Chemistry 1	349	167
Chemistry 2	211	49
Composition 3	422	279
Composition 4	672	424
French 2	300	126
French 3	212	135
Geography 1	309	114
Geometry 2	466	169
Geometry 3	60	34
German 2	15	5
German 3	7	2
History 3	376	255
History 4	241	129
History of Literature 1	155	106
Latin 2	133	34
Latin 3	81	30
Literature 3	383	288
Literature 4	364	277
Physics 2	198	44
Trigonometry 1	309	96
	7,051	3,429

Percentage of Passes—48.6%

EXAMINATION CENTRES

June	1,208
(Note.—This figure includes 330 centres at which Grade XI and XII examinations were written.)	
Supplemental	56

CERTIFICATES OF CREDIT ISSUED, 1936

On recommendation of Principals in units of the First Year or in English 2 to students classified in the year indicated

ACADEMIC COURSE:	No. of Students
First Year	6,954
Second Year	6,537
Third Year	1,671
Fourth Year	426
	15,588
COMMERCIAL COURSE:	
First Year	414
Second Year	280
Third Year	20
	714
TECHNICAL COURSE:	
First Year	545
Second Year	395
	940
	17,242

CERTIFICATES ISSUED DURING THE YEAR 1936

Certificates	Alberta	Other Provinces	British Possessions	Other Countries	Totals	Grand Total
(a) Professional Certificates (Permanent):						
Alberta Teachers:						
High School Class	18				18	
First Class	481				481	
Second Class	226				226	725
(b) Interim Certificates:						
High School Class:						
Alberta Teachers	18				18	18
First Class:						
Alberta Teachers	445				445	
Teachers from Saskatchewan		8			8	453
Second Class:						
Alberta Teachers	164				164	
Teachers from Saskatchewan		4			4	
Teachers from Wales			1		1	169
Third Class:						
Alberta Teachers	43				43	43
	1,395	12	1		1,408	1,408

N.B.—The table shown above includes in its Alberta list 73 certificates re-issued on account of change of name through marriage, and 152 re-issued to teachers who have qualified for certificates of a higher class than those originally granted them.

HIGH SCHOOL CORRESPONDENCE COURSES

The Department continued to offer instruction by correspondence in high school subjects during the school year 1935-36. This service is provided at cost to the student and the Department bears the cost of administration. Correspondence lessons are best adapted to students of mature age and in the senior grades, but in many districts it is advisable to offer them to Grade IX students also, so that the teacher may properly carry on his work with the junior grades. It is to be noted that there is an increasing willingness on the part of school boards to pay the tuition fees as authorized by the 1935 Amendment to The School Act.

STATISTICS

Total number of students registered	360
Total number of subjects	1,045

EXAMINATION RESULTS

	Units	Average Marks
Grade XII	121	58.8
Grade XI	143	57.2
Grade X	169	57.3
Grade IX	67	57.3

PROVINCIAL NORMAL SCHOOL, CALGARY

(E. W. COFFIN, *Principal*)

The Session 1935-36 re-opened on January 6th, with 271 students in attendance, 92 men and 179 women, 197 first class and 75 second class. Two others enrolled during the term to complete the course discontinued or unsuccessful in a previous session, and two were unable to complete the course on account of ill-health.

The Session of 1935-36 closed on May 29th. The following tables show the standings recommended at the conclusion of the session, the enrolment for the succeeding session, and the qualifications for admission:

ATTENDANCE TABLES, 1936								
	First Class			Second Class			Total	
	Men.	Women.	Total	Men.	Women.	Total	Men.	Women.
Second Term, 1935-36	68	130	198	26	49	75	94	179
First Term, 1936-37	52	96	148	10	32	42	62	128
Total	120	226	346	36	81	117	156	307

TABLE SHOWING RECOMMENDATIONS MADE FOR CERTIFICATES, 1936	
Regular Course, 1935-36:	
First Class Interim	182
Second Class Interim	57
Third Class	23
Not recommended for Certificate owing to Fees not being paid in full	4
Failures	4
Withdrawals	3
Total	273

FAILURES, 1936			
	First Class.	Second Class.	Total.
Academic	6	6	12
Practice Teaching	10	8	18
Academic and Practice Teaching	2	1	3
Total	18	15	33

ACADEMIC QUALIFICATIONS FOR ADMISSION, 1936				
	Graduates	Undergraduates.	Grade XII.	Grade XI.
Alberta	1	7	139	42
Ontario	1			
Total	2	7	139	42

The usual procedure for practice teaching was followed, both in the Normal Practice and in the several city schools. In the lower grades, that is, Division 1, chiefly, however, the students had some opportunity to observe and to take part in the Enterprise activities. During the two weeks beginning March 23rd and March 30th, all students observed and taught in the city schools, the forenoons being given to this work, and the afternoons to lesson assignment and preparation. No Normal School classes are held during this period. The rural observation and practice took place in the week of April 20th. All the students were engaged in this work during the same week, instead of, as formerly, half of the class groups going out before, and the other half following, the Easter holidays. This change is the more feasible because of the smaller enrollment. All were put in communication with their teachers in ample time for preparation, though some of the directions and suggestions from the rural teachers were rather meagre and indefinite. Full reports on the week's work were received from all the teachers.

In extra-curricular activities no brilliant successes were achieved, either in debating or in athletics; but our clubs took a vigorous part in the several city leagues. Formal debating calls for much study and practice, and in the majority of encounters the subjects of debate were more nearly related to the vocational or avocational interest of our opponents. There is much to be said in favour of the open forum or parliament as giving more general forensic exercise than does the formal debate, wherein participants are assigned to sides of argument quite regardless of their own convictions.

The Dramatic Club, under the direction of Miss Olive M. Fisher, staged, as their major presentation, the play "A Hundred Years Old." The undertaking involved long and careful preparation and some considerable expense, but the play was well attended, and the receipts left very little to be made up out of the treasury of the Students' Association.

The outstanding enterprise of the session was the ever-popular "Pinafore." Madame Ellis-Browne, Instructor in Music, undertook this rather late in the session and with the usual handicaps of uncertain attendance at practices and still more uncertain vocal and dramatic talent among the students. The outcome, however, was eminently successful. Crowded houses saw the performance on two successive evenings, and the indications were that a third performance would be justified were it not for the undue strain on the leading members of the cast in the midst of their other school obligations.

The mention of this operatic effort leads to a reference to what might almost be called the close of an era in the history of this school; namely, the retirement of the Music Director, Madame Ellis-Browne, who began her work here in August, 1909, and of Mr. J. E. Loucks, Instructor in English, who joined the staff in January, 1910. Both of these teachers have made a large place for themselves in the memories of colleagues and students, for both have given generously of their service far beyond the strict requirements of any mere contract, and both have zealously sought the improvement of conditions in the rural schools. We who remain shall keenly miss their enthusiasm and their fellowship, but we know they can retire in the satisfaction of work well done and of the high esteem of all with and for whom they worked.

The Session of 1936-37 opened on September 9th with a final enrollment of 196—first class, 49 men, 85 women; second class, 14 men, 48 women. These admissions were, as intimated in the announcement, provisional, and all were required to take further qualification tests as follows: General Intelligence, Oral and Silent Reading, Oral and Written English, English Usage, Sentence Structure, Vocabulary and Spelling, Canadian History and Geography, Elementary General Science, and Arithmetic (Reasoning and Computation). These tests took up the most of our opening week, and the tabulation of results took several weeks following. The range of percentile standings, as finally determined by Dr. C. Sansom, who standardized and tabulated the scores, was from 1 to 99.7, representing total scores ranging from 347 to 655, first class, and 1.5 to 99, with scores from 365 to 622, second class. On the basis of these results, four students, one man and three women, two firsts and two seconds, were required to withdraw.

Pursuant to decisions of the June Conference of Normal School Instructors, considerable change was made in the weekly programme. The number of teaching periods was reduced and thereby more opportunity was given the student for independent study and for individual conference with instructors, as well as for informal observation and participation in practice school activities. Every student is being initiated into the theory and operation of Enterprises in Divisions I and II of the public schools. A Grade IX has also been added to the Practice School, and while the three upper grades are not yet fully constituted as an intermediate school, the classwork of these grades is to a large extent departmentalized.

On the basis of the results in the Supplemental examinations in August, 18 students were transferred from Second Class to First. Thus, the final classification is as follows: First Class, 52 men, 98 women; Second Class, 10 men, 32 women. Two students withdrew a little later in the session. Of the 42 students in the Second Class, 24 have fourth year credits, as follows: 8 credits, 3; 7 credits, 10; 6 credits, 6; 5 credits, 5. The indications are that the elimination of Second Class in Normal School will not be a very serious disturbance.

As to the decrease in the number of teaching periods, there is no doubt of the desirability of developing independence on the student's part, but we are yet

to be assured of the ability of the average high school graduate to make profitable use of spare time in school hours. Poverty of background for reading with ready appreciation texts on abstract subjects, dependence on dictation for adequate class notes, and scanty vocabulary seem to be the most serious handicaps in free study. The cultivation of habits of free reading and study must begin away down in the elementary grades, and guidance in the proper use of text books and reference material seems very necessary in the intermediate and upper grades. To this end, probably, the amount of examination material will have to be cut down. Amount of knowledge rather than increased interest and power to get knowledge seems still to be our actual, if not our professed, object in school work.

This session the students, in practice teaching, are taking part in the Enterprise activities as well as teaching formal lessons in the conventional subjects. During the practice period in the city schools, each student, besides teaching an assigned lesson, will take sole charge of the room for half of the morning, thereby giving the opportunity to follow up the lesson taught as well as to secure practice in schoolroom control. For this latter purpose, however, it would be much more helpful if we could have again, as we had a few years ago, a permanent full-time arrangement with at least one public school on the same basis as the Normal Practice School. The few isolated lesson exercises offer a very slim basis for judgment of the students' pedagogical promise.

Changes in Staff.—As already mentioned, two veteran members of the staff, Madame Ellis-Browne and Mr. J. E. Loucks, were retired at the close of the 1935-36 session. In view of the decreased enrolment, only one new appointment was made, namely, Mr. Irvine H. Graham, M.A., A.L.C.M., of Melita, Manitoba, who is directing the work in Music and also assisting in English. Mr. Graham is a graduate of the University of Manitoba and of the Winnipeg Normal School, and has had post-graduate in Education at the University of Chicago, where he secured his Master of Arts degree. He has had experience as a high school principal, and comes highly recommended by Deputy Minister Fletcher and Principal Cowperthwaite, of the Winnipeg Normal School. In the Practice School, Mr. Albert Russell, B.Sc., was appointed as room-master in Grade IX. In Physical Training, Sgt.-Major Sutherland was replaced by Sgt. Instructor Baker, of the P.P.C.L.I., who began his duties here on October 27th. Sgt. Baker is a most enthusiastic and a very genial leader, and besides giving the regular Physical Training instruction called for in the time-table, he takes all the Practice School classes in the gymnasium at least once a week, and has made himself very popular with the little folks as well as with the students.

On January 24th a very impressive Memorial Service for the late King George V was held, at which the Rt. Hon. R. B. Bennett gave a splendid address. Through the kindness of the local committee of the National Council of Education, the students had the privilege of hearing Mr. Hugh Molson, who spoke, October 16th, on the European crisis, and Miss Marjorie Gullan, December 15th and 16th on Voice Culture.

Favourable weather enabled us to indulge in both of our usual school outings, the closing picnic for the class of 1935-36, at Bowness Park on May 22nd, and the "getting acquainted" gathering for the class of 1936-37 at St. George's Island on September 18th.

Supplemental examinations were held on December 28th-30th for those who had Normal School deficiencies previous to 1935-36. One hundred and eight of these papers were read at Calgary, giving 79 passes and 29 failures.

It is again evident that, in too many cases, candidates merely "take a shot" at these supplementals, coming up without any additional preparation. The decision of the Supervisor of Schools to discontinue these examinations and to require Summer School courses instead appears to be fully justified.

The work of the year has, on the whole, been agreeable and harmonious. Students are willing and diligent; and it is to be hoped that before long they will be able to look forward with more confidence to teaching positions where at least the minimum salary at the outset is assured and increasingly good service is duly recognized.

A word of appreciation is due once more to the willing and competent service of Mr. Milton and his staff of janitors, to whom we are indebted in a large measure for the harmonious operation of three large schools under one roof.

PROVINCIAL NORMAL SCHOOL, CAMROSE

(G. K. HAVERSTOCK, *Principal*)

The statistics in connection with the enrolment for the year are as follows:

ATTENDANCE			
	First Class	Second Class	Totals
Second Term, 1935-36—Women	55	58	113
Men	23	31	54
Totals	78	89	167
First Term, 1936-37—Women	51	45	96
Men	16	13	29
Totals	67	58	125
Total enrolment for the year			292

TABLE SHOWING RECOMMENDATIONS MADE FOR CERTIFICATES,
CLASSES 1935-36

	Interim Certificate	Third Class	Failed
First Class	72	3	3
Second Class	77	9	3
Totals	149	12	6

During the fall term twelve students withdrew. Two withdrew due to illness, one was transferred to the Edmonton Normal School, and nine were eliminated on the basis of the preliminary tests.

CHANGES IN STAFF

There were no changes in the Normal School staff. In August, Mr. J. C. Jonason, Principal of the Practice School since 1928, was appointed to the inspection staff. We wish to express our appreciation of the splendid service rendered by Mr. Jonason during the time he was associated with the Practice School. Mr. C. H. McCleary, vice-principal, was appointed principal. Two new appointments were made: Miss Norah Young to the Intermediate School and Mr. Ivan B. Mallett as teacher of Grades V and VI. The Practice School staff, as now organized, consists of 14 teachers, 10 in the Elementary School and 4 in the Intermediate School. With the present organization, Normal School students have the opportunity to participate in the work of both the Elementary and Intermediate Schools.

NORMAL SCHOOL CURRICULUM

With the opening of the fall term a new organization of Normal School work came into operation. The new programme aims to reduce the number of courses and to place the instruction on a higher level, more on a par with university work. The "student load" has been reduced from six to seven class periods per day to a maximum of five, including Physical Education. These changes will give the student-teacher more opportunity to take charge of his own education, more time to come in contact with the whole body of experiences in which the teacher engages as an individual, as a member of society and as a teacher of children.

Less attention is given to "courses in methods"; instead, the student-teacher spends more time in the Practice School, to observe at first hand how children "learn" to read, to write, etc. During the fall term each Normal School student spent four periods of three days each, a total of twelve days, in the Practice School.

We are convinced the new programme is a step in the right direction and will result in better developed teachers. Whether this development can be accomplished adequately in thirty-six weeks will not be known until we have an opportunity to measure the results.

STUDENT ORGANIZATIONS

Each student is given the opportunity to participate in not more than three of the following activities: Glee Club, Orchestra, Dramatics, Debating, Year Book, Athletics, and executive work of the Students' Union. These activities are regarded as extra-curricular, but we are of the opinion that they should form a definite part of the teacher-training programme, and as such would further express the particular interests and inclinations of each student.

The Academic Cup, which is presented each year to the student-teacher with the highest record in all phases of the training programme, was awarded to Miss Jean McDonald, of Kelsey. The Alumni Association provides two scholarships of \$25.00 each for the two students with the highest standing in practice teaching. These scholarships were won by Miss Doris Malmas, of Camrose, and Miss Hazel Hoffman, of Sedgewick.

On March 16th, Mr. Peter Scramstad, head caretaker for twenty years, reached the age of 65 and was retired on pension. He was very efficient and faithful in the discharge of all his duties. We wish Mr. Scramstad many years of health and happiness.

PROVINCIAL NORMAL SCHOOL, EDMONTON

(G. S. LORD, *Principal*)

SPRING TERM, 1936

Of 159 students who began in September, 1935, there were two who withdrew.

Following are the recommendations with respect to certification: First class, 152; third class, 3; failed, 2.

A report was received from the Thurstone Psychological Tests for High Schools and Colleges. Out of 225 institutions of higher learning on this continent taking the tests, this class had the very creditable ranking of twenty-first.

The staff awarded eight gold pins to the 5% of the students ranking highest in proficiency in subject matter and practice teaching, and in general worth. These were: Marjorie Deegan, Agnes Fleming, Dorothy Ihde, Irene Settle, May Sides, Margaret Sloan, Jean Staples, Bessie Walker.

Six other students ranked very high.

The Strathcona Scholarships were won by Molly Kalancha and John E. Murray.

The president of the Students' Union was Allon Fraser.

In accordance with our custom, the parents and friends of our students were guests of the school one evening.

The class gift was two pictures: a pastel, "On the Road to Lake Louise," by R. Gossing, and a water-colour, "Goat Mountain, Banff," by A. C. Leighton, R.B.A.

The Year Book, under the leadership of Mr. Hedley, was very attractive.

FALL TERM, 1936

The session of 1936-37 opened on September 6 with an initial enrolment of 153 of whom 38 were boys and 115 were girls. As a result of the Normal School foundation examinations, two boys and one girl were asked to withdraw, leaving the enrolment 150—36 boys and 114 girls. At the end of the December term another girl withdrew on account of unpromising work, leaving the enrolment at 149.

Only students holding Grade XII certificates were admitted. Further qualifications were as follows: B.A. degree, 3 students; 4 years of University, 1 student; lacking two courses for B.A., 1 student; 2 years University, 1 student; 5 University courses, 1 student; 4 University courses, 1 student; some commercial training, 9 students; graduates, School of Agriculture, 2 students; one year Normal Course in Oregon, 1 student.

The percentage of male students is still low. For the seven years of this school's existence the percentages of boys are as follows: 1936, 24.2%; 1935, 21.4%; 1932, 31%; 1931, 28.7%; 1930, 25.4%; 1929, 27.3%; 1928, 23%.

National descents of parents were as follows: English, Scotch, Irish, Welsh, 67; Scandinavians and British, American, 16; German and French, 14; Central European, 36.

Occupational groups are represented as follows: Farmers, 64; skilled trades, 31; business, 30; professional, 11; unemployed, 1; fathers disabled, 2; fathers deceased, 11.

NORMAL SCHOOL FOUNDATION EXAMINATIONS

The preliminary report on the Thurstone Psychological Tests for schools and colleges indicates that from the standpoint of intelligence the students are a well selected group.

I quote from my report of last year: "Preliminary tests conducted by the school indicate in individual cases, weakness in speech and voice habits, in knowledge of the structure of the English language, in ability to read and gather meaning, in spelling, mechanical and problem arithmetic, and in general knowledge of history and geography. While this school can and does remove many of these deficiencies, its work could be more effectively performed if, in addition to the Grade XII requirement, entrance qualifications based on such fundamentals in basic habits and knowledge as are indicated above, were asked for." And from Dr. Coffin's report on the Calgary Normal School for the same year: "Attention must again be called to the fact that several candidates

for certificates are seriously defective, from the viewpoint of public school teaching, in oral English, as well as in facile comprehension of text-book material. The situation calls imperatively for some means of testing candidates in Oral English before admission to Normal School.

These suggestions were put forward at the conference of Normal School instructors by the Supervisor of Schools, Dr. H. C. Newland, in July, and were adopted by the Department of Education. In September, 1936, candidates in all three of the Alberta Normal schools wrote foundation tests sponsored by the Department. As a result, three students, although they possessed Grade XII standing, were not permitted to take the Normal School course. As confidence in these tests grows they should assist materially in discouraging from teaching those who are unfitted to become teachers. The Normal School will be able to devote its efforts more and more to the professional education of teachers and less to remedial work.

NEW NORMAL SCHOOL SET-UP

The Normal School courses have been changed considerably by the Department. The general aim is to raise the level of instruction. Students, while not permitted to elect courses, are allowed more spare periods and are given more directed study and activities. The basis of certification has been changed. Students who fail in any subject are required to attend summer school before certification; students who fail in practice teaching are required to spend the following winter term at Normal School.

PRACTICE TEACHING

Last year I reported that a new arrangement had been adopted with respect to practice teaching and that "a student now spends an entire day at a time in the practice school, instead of teaching a single lesson and retiring." This has been modified in an important way this year. Students, prior to their day of teaching, are required to visit the practice school and observe the teaching of the lessons that precede their own teaching assignments. In this way continuity is provided for, and the assignment is seen as a growing fabric and not as an isolated entity. In addition to this breadth in professional growth, development in professional skill is indicated by higher ratings on lessons taught.

ENTERPRISES

The students have worked out several enterprises during the year. A most valuable experience in this connection was their broadcast of an enterprise from Station CKUA, University of Alberta.

In order to make our relations with the enterprises of the practice school as vital as possible, we have this year attached a Normal School class to a practice school grade.

Our students will be present as a class during the planning and at crucial points during the development of the enterprise. They will work as individuals with the different practice school committees and assist in the development, activities, and supervision of the enterprise. The enterprise method greatly reduces the number of presentation lessons. In order to give as much guidance as possible and to furnish acquaintance with all the enterprises, the practice school teachers have been kind enough to furnish very detailed outlines of the enterprises. These we have mimeographed and placed in the hands of the students.

CHANGE IN COURSES

Grade IX is now part of the intermediate school. To meet its new requirements, our school gives a definite course in Junior Business and has modified the courses in Art and Music. The course in Physical Education given by our instructor, Sergeant-Major Barker, continues to have outstanding merit. The enthusiasm of our students year by year must inevitably reflect itself in the physical development of their pupils.

The Dramatic Club numbers about 40 students. This club reads many plays and has presented several very admirably. These 40 students should have no difficulty in carrying out the dramatic requirements of Grade IX. The Debating Club continues to do effective work.

On entering, students show materially better foundations in Art and in Music. A recent conference has recommended that Music be required for entrance. The Glee Club is very active and enjoyable this year.

THE LIBRARY

The library continues to be used extensively. Sometimes as many as 150 books are taken out in a day by the students. The books are well selected and reflect well standard ideas and new trends of thought in education. Accessions number about 300 volumes per year. The number of volumes is more than 4,000.

STAFF

The staff is the same as last year with the exception that Mr. H. G. Turner conducts the class in music. The class evokes considerable enthusiasm.

The staff members assisted at several conventions and at the Summer School. Several members of the practice school staff were on the staff of the Summer School.

I wish to express my appreciation of being granted permission to attend the June intercession and the July-August summer session at Columbia University.

REPORT OF THE CHIEF INSPECTOR OF SCHOOLS

(E. L. FULLER)

CHANGES IN STAFF

During the year 1936 three inspectors were retired from the service on superannuation allowances. These were H. R. Parker, B.A., of Vermilion, W. J. McLean, B.A., of Red Deer, and J. H. Hutchison, B.A., of West Edmonton.

At the time of his retirement Mr. Parker was the oldest man on the inspection staff in point of service. He was appointed January 1st, 1910, at a time when the total field force comprised only 13 men. He served the full period of his tenure of office in the Vermilion Inspectorate, except one year, during which time he covered the field in the Foremost area. Mr. Parker saw the work of school organization in this Province reach its peak in the years immediately following his appointment as inspector. He succeeded during the 26 years of his service to the Department in making a real contribution to educational progress in Alberta.

Mr. McLean became a member of the inspection staff in September, 1914. He was stationed consecutively at Coronation, Castor, Lacombe, Trochu and

Red Deer. Mr. McLean maintained close, personal relationships with both the teachers and pupils who came under his charge, and won general esteem on account of his generous and friendly attitude. Through his spirit of helpfulness and encouragement he influenced deeply, although unobtrusively, the lives of the teachers and pupils with whom he came in contact.

Mr. Hutchison joined the field staff in August of 1920, and was allocated at that time to the Macleod Inspectorate. He afterwards had charge of the Onoway and West Edmonton inspectorates with headquarters at Edmonton. Mr. Hutchison had a strong background of educational experience at the time he assumed his duties, with an abundance of energy and perseverance. His strong and vigorous personality left a deep impression on the work of the teachers whose schools came under his jurisdiction. Mr. Hutchison is the author of "Agriculture for Public Schools," a text book now in use in the elementary schools of the Province.

The vacancies caused by the retirements just enumerated were filled in September by the appointment of three men who had already seen a good deal of service in various capacities in the class-rooms of the Province. The new appointees are Munroe MacLeod, M.A., J. C. Jonason, B.A., and C. M. Lavery, B.A. All are graduates of the University of Alberta and of our own Normal schools.

Mr. MacLeod has had public experience in Alberta, together with experience as a high school assistant and high school principal. At the time of appointment he was principal of the high school at Canmore, which position he had occupied for twelve years. He has done post-graduate work in Education. His special field of study is History.

J. C. Jonason has had public school experience in the Province as well as experience as a principal of consolidated and high schools. He occupied the headship of the schools at Forestburg and Lacombe, and at the time of assuming his present duties was principal of the Practice School at Camrose. Both his training and experience fit him admirably for his present position.

C. M. Lavery has held the principalships of Delburne, Ponoka and Lacombe schools. In his work in these centres he has been in touch with public school problems, partly as teacher, but mostly as an administrator. His class-room activities have been confined largely to the high school grades. Mr. Lavery brings to his duties a clear insight into both practical and educational problems.

ORGANIZATION OF INSPECTION STAFF—ELEMENTARY AND INTERMEDIATE SCHOOLS

At the 1st of October, L. H. Thurber and R. J. Scott were transferred from the Hanna and Oyen inspectorates to the Red Deer and West Edmonton inspectorates respectively. Mr. Jonason and Mr. Lavery were assigned to the vacancies thus created in the two former inspectorates.

The table below shows the present allocation of the inspection staff for elementary and intermediate schools, together with the assignment of work to each official. The elementary school inspectors are now required to hold themselves responsible for the supervision of all instruction in Grade IX where this grades forms a part of the intermediae rather than of the high school organization.

Inspectorate and Inspector	No. of Districts	No. of Rooms	No. of rooms in Operation	No. of rooms in Indian Schools	No. of Private Schools
Athabasca—H. A. Kostash, B.A.	122	142	134		
Barrhead—G. F. Hollinshead, B.Sc.	140	160	156	0	0
Calgary—J. A. Macgregor, B.A.	142	165	163	3	16
Camrose—C. H. Robinson, M.A.	136	170	169	0	0
Cardston—A. R. Gibson, M.A., B.Paed.	98	157	155	7	0
Coronation—R. H. Liggett, B.A.	151	167	167	0	0
Drumheller—W. E. Frame, M.A.	119	172	168	0	0
Edmonton East—J. J. LeBlanc, B.A.	136	185	185	2	0
Edmonton West—R. J. Scott, B.A.	144	184	171	0	0
Foremost—H. A. Macgregor, M.Sc.	140	158	154	1	0
Grande Prairie—L. A. Walker, B.A.	139	158	152	1	0
Hanna—J. C. Jonason, B.A.	120	151	149	0	0
High River—W. H. Edwards, B.A.	143	179	175	0	2
Lamont—T. F. Hamilton, B.Sc.	99	159	159	0	0
Lethbridge—Owen Williams, B.A.	99	202	200	0	3
Macleod—C. C. Bremner, M.A.	103	162	159	3	4
Medicine Hat—H. C. Sweet, B.A.	155	222	208	0	5
Olds—X. P. Crispo, M.A.	147	175	174	0	1
Oyen—C. M. Lavery, B.A.	162	168	158	0	1
Peace River—G. L. Wilson, B.Sc.	141	172	166	4	3
Red Deer—L. A. Thurber, B.Sc.	152	193	193	0	0
Stettler—W. E. Hay, B.Paed.	142	177	176	0	0
St. Paul—J. L. Gibault, B.A.	156	200	195	6	1
Vegreville—L. B. Yule, B.A.	124	184	184	0	1
Vermilion—Munroe MacLeod, M.A.	147	166	165	0	0
Wainwright—L. Good, B.Sc.	137	154	154	0	0
Wetaskiwin—John Scofield, B.A.	148	179	178	4	3
Total	3,642	4,661	4,547	41	52

HIGH SCHOOL INSPECTION

Two inspectors, H. E. Balfour, M.A., and D. M. Sullivan, M.A., continue to have charge of the supervision of all the high schools in the Province. A high school is defined as any school which has at least one teacher offering instruction exclusively to grades above the eighth.

Mr. Balfour and Mr. Sullivan have prepared a joint report covering Northern and Southern Alberta, their respective fields. This report is here included in the form in which it has been submitted. It is to be noted that there has been some reduction, owing to the transfer in some districts of Grade IX to the intermediate school, of the load which the two inspectors have to carry. They still have much more work to do, however, than they can possibly accomplish.

REPORT OF THE HIGH SCHOOL INSPECTORS

(H. E. Balfour, D. M. Sullivan)

The introduction of the Intermediate Schools into the educational system of the Province has withdrawn a considerable number of Grade IX classes from the high schools, and has caused a slight decrease in the number of teachers whose work is supervised by us. The local inspector of public schools has been made responsible, in each inspectorate, for the inspection of all Intermediate Schools in his division, and of those rooms in which Grade IX is combined with lower grades. Commercial and Technical classes are still inspected, as formerly, by the officials selected by the Director of Technical Education.

The class-rooms assigned to the high school inspectors for supervision are as follows:

1. Non-urban high schools, in which an annual inspection is attempted:

	1 room schools	2 room schools	3 room schools	4 or more room schools	Total rooms	Total S.Ds.
N. Alberta	82	32	3	7	188	124
S. Alberta	74	18	11	14	211	117
Totals	156	50	14	21	399	241

2. City high schools are inspected not oftener than once every two years, the two inspectors working together. Transfers of teachers to Intermediate Schools in Edmonton and Calgary have reduced the number from the 1935 figures of 233 to the present total of 186 senior high school teachers in Edmonton, Calgary, Lethbridge and Medicine Hat. The total number of teachers in publicly-supported high schools is thus 585.

3. Private schools, which are visited less frequently, are assuming steadily increasing importance in the educational picture. Several of these have splendid buildings and equipment, well-qualified staffs of teachers, and impressive scholastic records; they offer the special advantages that are characteristic of residential schools. During the year ending June 30, 1936, there were in these schools approximately 1,200 students enrolled in senior high school grades.

Gradings

During the year January to December inclusive, inspections were made and reports submitted relative to the work of 431 teachers. The distribution of gradings is as follows:

Gradings	Number	Percentage	Percentage
	1936	1936	1935
Ex.	20	4.7	4.7
V.G. 2	85	19.7	24.2
V.G. 1	158	36.7	38.2
G. 2	105	24.4	24.3
G. 1	51	11.8	6.9
F.G. 2	10	2.3	1.7
F.G. 1	1	.2	
F.	1	.2	

Qualifications of Teachers

The qualifications of the high school teachers of the Province, excluding those of private schools, are as follows:

- 10% hold High School Teacher's Certificate, with degree;
- 52% hold First Class Certificate, with degree;
- 34% hold First Class Certificate, with no degree;
- 4% hold Second Class Certificate, with no degree.

Almost all the holders of second class certificates have now completed the requirements for the first class; most of the next group are in various stages of progress toward University degrees; and a very considerable number of the graduates are doing, or have completed, honor or post-graduate courses, either academic or professional. This steady improvement in training is a hopeful sign, and the assistance lent by the University of Alberta through its Summer School has been invaluable.

Quality of Instruction

We believe that we can report a general improvement in this respect. The following weaknesses that have been traditional are gradually being remedied:

- Emphasis upon dictation and memorization of notes in the content subjects;
- Assigning text-book material to be "learned," without adequate introduction, and unrelated to students' experiences;
- Limiting the field of study to a single text, or to condensed forms of the texts.

Contributing to the improvement noted may be mentioned the following factors: The growing realization by trustees, parents and teachers that the examination "batting average" is not a true measure of teaching efficiency; improvements in examination papers themselves, requiring that candidates shall have received training in the language, meanings and relations of the topics of the courses; and the stimulus given to the entire school system by the limited introduction of the "Activity Movement" in the lower grades.

On the other side of the picture, the rapid and widespread introduction of grade twelve into many schools has found teachers not as well prepared as should be desired. This applies not only to teachers with minimum qualifica-

tions, but also to many who are eminently qualified in certain subjects but have taken no work beyond grade twelve in others. Thus Algebra 3, Chemistry 2, History 4, Biology 1 are often treated inadequately owing to the teacher's unfamiliarity with the subject-matter; while the appreciations and skills, which should be the outcomes of the senior work in English, are often sacrificed in favour of a *memorite* learning of answers to stereotyped questions.

Organization

Some improvement can be noted, certain difficulties have appeared, and certain ways are now open for progressive trustees and teachers to make an advance.

More teaching time per unit has been secured in many schools by the adoption of a definite four-year schedule for the work of Grades X, XI and XII. Grade XI need no longer be considered a finishing point, hence many more alternations of units can be effected, more options can be chosen within the courses themselves, and certain units may be omitted every second or third year.

Where Grade IX has been retained in the "High School," some serious difficulties have arisen, caused by the necessity of offering the complete year's work in this grade, the impossibility of alternating any Grade IX and X units, the teaching time required for the options, and the difficulty of assigning sufficient seatwork of a suitable type.

The most promising opportunity for improvement of educational facilities outside the larger centres seems to lie in the provisions whereby village consolidated and rural high schools may form parts of the larger units, the divisions. If this co-operation is secured, as is already anticipated in certain divisions, a number of reforms can be effected. These projected reforms are:

- (a) The necessary centralization into high schools of three or more rooms, with more highly trained and specialized teachers. With the new set-up it will be possible to provide equipment for the new general courses in Music, General Shop, and Home Economics, with one set of equipment serving a large group, and with a programme of courses designed to meet the needs and capabilities of all groups.
- (b) Establishment of dormitory facilities.
- (c) Abolition of tuition fees, and the distribution of educational costs over the entire area served by high schools.
- (d) Systematic and efficient planning of classes up to certain grade levels, at strategic points.
- (e) Introduction of a system of appointment, allocation, and promotion of teachers.
- (f) Other desirable features could be enumerated; but it may be stated that the small schools have always operated under a crippling handicap, even with a rigid course compulsory for all; the proposed courses, which require that general as well as academic courses be taught, will make such centralization a necessity.

Introduction of New Grade IX Courses

In Calgary, the Public School Board had already, prior to this year, made a start in the establishment of Junior High Schools. In September, 1936, the new Intermediate School organization was in complete operation in five centres in Calgary, and partially in four others.

In Edmonton, Grade IX classes have been removed from the high school organization and Intermediate Schools established. This has not as yet been done in the separate schools.

Medicine Hat and Lethbridge still retain Grade IX students in the high schools.

In the non-urban centres, 143 out of 241 have retained Grade IX in the high school. The various options offered in these 143 schools and the number

of schools attempting each, are as follows: Junior Business, 126; Art, 117; Dramatics, 87; Oral French, 56; Music, 45; Typing, 18; General Shop, 9; Household Economics, 7. Only 19 of these schools offer more than three, so that the three selected actually become compulsory for the students. Trustees in many of these centres are planning a wider offering for the coming year.

Teachers' Conventions

Conventions of high school teachers were held during the fall term by the following groups:

The Northern Alberta High School Teachers and Edmonton City High School Teachers, meeting separately, held their conventions in Edmonton. The Calgary Rural High School Teachers and the Calgary City High School Teachers, meeting separately, held their conventions in Calgary. On the same dates, namely, Nov. 12 and 13, the Southern Alberta High School Teachers met in convention in Lethbridge.

At all five conventions attention was focussed sharply on content, organization, methods and implications of the new courses. The keen professional interest that was evident and the formation of the teachers' professional organization have resulted in several alert and active local groups coming into being; these are meeting regularly at convenient centres, discussing and crystallizing opinions to be forwarded through their provincial body.

Training of High School Teachers

The superimposing of Grade XII on the average small school has made still more urgent the consideration of some broadening of the General Arts Course as a preparation for teaching. The entrance requirement for university is now Grade XII. The intending high school teacher, in his three years of undergraduate studies, is restricted, even in the general course, to a narrow range of subjects. The result is that in his first school secured after graduation the teacher is faced with the necessity of teaching a considerable number of units in which he has had no training beyond his own Grade XII, and sometimes less than that. A general course which would provide a minimum of one year of study at University level in each of the subject fields, seems indicated as highly necessary as a prerequisite to more enlightened teaching of all senior high school subjects.

Inspection of Elementary and Intermediate Schools

The following tables compiled from statistics supplied by the inspectors indicate objectively the work accomplished during the year 1936:

TABLE OF MILEAGE

Total and average number of miles travelled by inspectors during the year:

	Total	Average
(a) By Rail	31,845	1.179
(b) By Car	242,168	8.967
Total	274,013	10.146

TABLE OF INSPECTIONS

Total and average number of inspections during the year:

	Total	Average
(a) Elementary schools	4,366	161.70
(b) Indian schools	54	2.00
(c) Private schools	41	1.52
Total	4,461	165.22

TABLE SHOWING DISTRIBUTION OF INSPECTIONS

	Graded	Ungraded	Total
Number of rooms inspected once	1,196	2,132	3,328
Number of rooms inspected twice	142	473	615

TABLE SHOWING TOTAL AND AVERAGE TIME SPENT BY INSPECTORS IN DIFFERENT TYPES OF DUTIES

	Total days	Average days
(a) Inspection	2,600.5	96.3
(b) Investigation	781.5	28.9
(c) Official Trustee	539.5	19.9
(d) Attendance Officer	56.5	2.1
(e) Examinations	701.5	26.0
(f) Special	1,002.5	37.1
(g) Reports and Correspondence	1,686.5	62.5
Total	7,368.5	275.8

During the year, owing to the introduction of the intermediate school, it became necessary to transfer to the elementary school inspectors the responsibility for supervising instruction in Grade IX in all cases where this grade was withdrawn from the high school and made a part of the intermediate school. The result has been an increase in the already heavy loads which the inspectors have to carry.

During the year also a number of the inspectors were called upon to undertake new and exacting duties in connection with the organization of the eleven school divisions which were established. The extra responsibilities were time-consuming and interfered unavoidably with the routine of inspection. The additional work was particularly important, however, and under our directions the inspectors gave special attention to it. The spirit and enthusiasm with which the men who were affected undertook their extra duties entitle them to the highest commendation.

SURVEY OF EDUCATIONAL CONDITIONS AND PROGRESS AS INDICATED IN REPORTS OF INSPECTORS

Following instructions, each elementary school inspector in charge of a field has submitted a report on educational conditions and progress in his area. The information received covers the following main headings:

- A—Factors affecting operation and financing of schools;
- B—School organization;
- C—Inspection and Supervision;
- D—School Fairs, Musical Festivals, etc.;
- E—Additional features and suggestions.

The following pages attempt to generalize, as far as possible, the findings of the individual inspectors and to give them as wide application as possible in presenting the summary of educational efficiency in the elementary and intermediate schools of the Province. The generalizations which have been made are supported by quotations from the inspectors' reports.

A.—FACTORS AFFECTING OPERATION AND FINANCING OF SCHOOLS

I.—General Conditions

During 1936 crop returns varied to a much greater extent than they did during the preceding year. In the farthest north a very good crop was harvested. North of Edmonton and west of the Calgary and Edmonton railway, returns were fairly good. In the east central and southern areas of the Province, however, crops were very light, except in those districts which are served by irrigation projects. On the whole, conditions have improved in the northern half of the Province and the southern half is succeeding in carrying on, thanks to the relatively good crops of 1935. It is most unfortunate that certain areas in the southern and eastern sections had another complete, or almost complete failure, the seventh or eighth in succession to be reported. The

bright side of the picture is the general increase which has taken place in the price of grain. With the return of normal crops, there should follow a general improvement in the economic position of the farmer, with a consequent easement in the problem of financing schools.

Excerpts

"Crop conditions over the entire South Peace River country were decidedly above average. Timely rains, excellent growing conditions and good harvesting weather combined to produce both a good yield and fine quality of grain. Wheat averaged 25 bushels to the acre. With improved prices, the returns have been profitable, and as a result financial conditions reflect a decided improvement."

INSPECTOR L. A. WALKER, Grande Prairie.

"For a very large portion of the Wetaskiwin Inspectorate the year 1936 has been a prosperous one, and prospects here are brighter than they have been for some years. It is true that with the exception of a few local areas the dry weather did have a detrimental effect on crops, and that the south-west section, the Blindman River country, had several very destructive hail storms. Generally speaking, however, the crops have been better than for some years, and the higher current prices for both farm products and lumber have encouraged a more hopeful attitude everywhere in a marked degree."

INSPECTOR JOHN SCOFFIELD, Wetaskiwin.

"Although the seeding was completed at an early date and the prospects at the beginning of the growing season were bright, the crops in this area were very seriously affected by continued heat and lack of moisture during the season of normal growth. In addition, a number of districts in scattered locations suffered through hail damage. Roughly, the main east and west highway through the centre of the inspectorate is the line of demarcation between production areas. From this highway to the Saskatchewan River crops generally were fairly good, but from the highway south crops produced little or no return. Particularly in the south-east section of the inspectorate crop conditions were serious, because this section will be lacking in feed for stock and in seed for next year. In the northern and western sections, marketing of livestock, particularly hogs, and cream provided substantial income. In the south-east section lack of feed forced the sale of cattle at sacrifice prices."

INSPECTOR L. B. YULE, Vegreville.

"Crop conditions this year in the Oyen Inspectorate are perhaps the worst ever known, even in this drought area. Almost without any exception the crop, if cut at all, yielded from one to three bushels per acre. In the south-east corner it was a little better than three bushels on the average perhaps, but very little better."

INSPECTOR C. M. LAVERTY, Oyen.

"Although prospects in the early part of the year were almost ideal, during 1936 the whole inspectorate suffered from drought, with the result that the yield was considerably below normal. This condition was particularly the case to the east of Lake McGregor. This is the seventh year of crop failure in this area."

INSPECTOR W. H. EDWARDS, High River.

"Throughout the Macleod Inspectorate the 1936 crop was nearly a total failure. Spring moisture was good, but the hot winds of July burnt up even the pastures. Wheat did not average more than about four bushels per acre sown, and many fields were not harvested at all. There is no grass, and most of the ranchers have had to ship their cattle out for winter feeding. The absence of moisture and the prevalence of violent west winds is causing an appalling amount of soil drifting, which is, in some areas, the worst ever experienced. Many fields are being reduced to beds of gravel and some highways are being obliterated."

INSPECTOR C. C. BREMNER, Macleod.

"About a third of the Lethbridge Inspectorate is served by three irrigation companies, viz., Canada Land, Lethbridge Northern, and the C.P.R. Grain crops in all of these areas returned very good yields.

"Diversification of crops has been extensively practised in the irrigated areas during the last few years. The main garden crops are corn, peas, beans and pumpkin. The canning factory at Taber affords a ready market for these garden products.

"However, the cultivation of sugar beets is the chief industry on the irrigated farms. The establishment of a new factory at Picture Butte has considerably increased the amount of land devoted to this industry, and two and one-half million dollars is a fair estimate of the money put into circulation by the beet factories during 1936."

INSPECTOR OWEN WILLIAMS, Lethbridge.

"The crops for 1936 were disappointingly small over the whole area; the dry areas had insufficient crops for feed, and the better portions of the inspectorate enjoyed less than one-third of the acre-yields previously obtained; it must be said with the latter farmers, however, that price rises have somewhat mitigated conditions. It is commonly stated that the area has never seemed quieter in a business way."

INSPECTOR H. A. MACGREGOR, Foremost.

II.—*Operation of Schools*

In spite of the comparative failure of crops in a large area of the Province, the operation of schools has been well maintained and the inspectors even report an improvement over 1935. The amendments to The School Grants Act passed at the first session of the Legislature, 1936, are responsible for a good deal of the improvement which has taken place. The amendments provide that both the regular and equalization grants shall be paid for 200 days per year instead of as formerly for 180 and 160 days respectively. The change has given encouragement to boards to operate their schools for a full year of 200 days.

Financial assistance to make possible the current operation of schools was extended to a number of districts by the method of guaranteeing bank loans. In each case where the Government's guarantee was given, the Department impressed on the Board the necessity of meeting its note at the due date and thus preventing any demand on the part of the bank for implementation of the guarantee.

Bank loans to a total amount of 5,790.00 were guaranteed on behalf of 34 districts.

During 1936 the Government continued its policy of making special grants to newly organized school districts erecting their first schools by voluntary labour. Without these grants a number of districts would be unable to provide accommodation for pupils. They are a strong factor in making possible operation in recently settled areas of the Province, and thus in providing educational facilities for children who are urgently in need of them.

Excerpts

"Operation periods were increased this year, not so much by reason of improvement in general conditions as by the extension of the grant-payment period to 200 days, both for the regular grants and for the equalization grants."

INSPECTOR G. L. WILSON, Peace River.

"Better crops, better weather conditions, and the lengthening of the grant drawing period to the full school year are encouraging school boards, who were accustomed to closing for one or two months during the winter, to operate for the full year. A few schools were closed during January or

February, but will practically in every case continue to function for all of the present school year."

INSPECTOR G. F. HOLLINSHEAD, Barrhead.

"Notwithstanding the general depression, all the schools were in operation or co-operating with neighboring districts during the year. In a few cases the period of operation was shortened from one to three months. A few districts received loans guaranteed by the Department of Education, and others through the Department of Municipal Affairs. Generally speaking, in and out of organized municipalities tax collection was very slow. Municipalities have had considerable difficulty collecting enough revenue to keep schools open."

INSPECTOR R. H. LIGGETT, Coronation.

"Four schools in the inspectorate were guaranteed loans ranging from \$100.00 to \$200.00 each for current expenses, and one of \$500.00. These are districts that are well established, but have been held back by several crop failures. With another year or two of good crops, they will be able to meet their obligations."

"Special grants in the case of new and poor districts and guaranteed loans in the case of the other districts are, as a rule, sufficient to place the districts on a firm financial basis, and where the boards are businesslike and efficient further help will not be necessary."

INSPECTOR H. A. KOSTASH, Athabasca.

"Special grants of \$150.00 each were issued by the Department under Section 27 to three districts to assist with the construction of first log school buildings erected by voluntary labour. The recipients were the Lake Wood, Bentley Lake and Pleasant Dale school districts. Without the assistance of this grant it would have been next to impossible for these districts to build this year. Recommendations for three other grants under the same section were placed before the Department near the close of the year."

INSPECTOR J. L. GIBAULT, St. Paul.

"Five districts received the special grant under the policy of the Department of Education to enable them to purchase finishing material for their first school. Through voluntary labour and labour costs applied upon taxes, the new districts are encouraged under this policy to avoid debt in so far as possible."

"All the outlying districts share in the equalization grant. The extension of the number of days for which this grant is paid at the past session of the Legislature proved of considerable assistance to districts that were experiencing difficulty in meeting salaries. It has enabled some districts to pay the teacher a more reasonable salary."

INSPECTOR R. J. SCOTT, West Edmonton.

III.—*Collection of Taxes; Teachers' Salaries and their Payment*

The collection of taxes is fundamental in the operation of any system of public instruction. Our schools can operate only if the collecting authorities secure payment of the taxes that are necessary to meet current expenses. If sufficient funds are not obtained, sooner or later the schools must close.

On the whole, the municipalities are meeting the requisitions which the school districts make on them. There are some in drouth areas, of course, which find it impossible to do so except by Government aid. Some municipal councils are refusing to pay to school boards more money than they collect in taxes from the districts which the boards represent. This is an extremely dangerous situation, and the stand of the council can only be countenanced if they are willing to take steps to enforce collection where no undue hardship will result.

If municipal councils are to become merely the agencies for collection of voluntary payments of taxes and for transferring the funds received to school boards, they are failing in their real purpose. If such a situation were to become general, it would become necessary to return to school boards the right to levy and collect their own taxes.

The Department receives frequently applications from school districts requesting that they be changed from requisitioning to collecting districts. It is a difficult matter to make a decision in such cases, as the principle of one taxing and collecting authority is sound, and the municipality, with its machinery, should be able to collect taxes better than a local school board. Sometimes, however, an efficient board with an aggressive secretary-treasurer will secure better results than a municipality in spite of all the latter's machinery for collection. The attitude and courage of the local board or the municipal council, as the case may be, are the factors that finally determine which method of collection will prove the more effective. The corporate personality of the taxing and collecting body decides the extent to which its actions will produce the required results.

The reports of some inspectors indicate that there has been a slight fall in teachers' salaries, while the reports of others indicate a slight increase. On the whole, the information received points to an increase, and the statistics compiled in the general office verify the findings of the inspectors. The actual increase in the average salary paid to all teachers of the Province during 1935-36 was \$11.55 over that of 1934-35.

A great many school boards still persist in the practice of signing contracts below the amounts authorized by the Department of Education under the provisions of Section 161 of The School Act. In such cases, of course, teachers have the right to collect up to the full amount of the salary which has been given authorization.

There has been a very slight decrease in the amount of teachers' salaries outstanding, but the total sum in arrears still remains disturbingly large, being in excess of a quarter of a million dollars, as shown by the latest returns which are available. In some districts the boards owe arrears to as many as three and four teachers. Naturally there is little encouragement to teachers to accept positions under such boards, particularly if the teachers are married persons and supporting families. In some cases the situation has arisen from sheer inability of the people to pay taxes; in others it has resulted from the lack of any aggressive policy of tax collection. In the latter group of districts the remedy is obvious.

Excerpts

"In most of the municipalities included in this division there has not been improvement in school financing commensurate with better crop returns. This is an aftermath of the poor crops of 1935, as farmers have had to pay debts incurred for the purchase of seed grain and fodder last spring, and also failure of some municipal councils to make use of collectors during the latter part of the year. One municipality was able to liquidate most of its school loan by sending out men during the last months of the year to acquaint taxpayers with conditions and invite their co-operation.

"Several old districts have been able to finance fairly satisfactorily during recent years, because part of their residents have been faithfully paying taxes. Now, some of them are refusing to continue to pay when they see their neighbours, in as good condition, taking advantage of the leniency of the councils in making collections. These factors resulted in the year closing with some old districts being farther behind in the payment of salaries to their teachers for the year than for the previous one."

INSPECTOR G. F. HOLLINSHEAD, Barrhead.

"Practically all of this inspectorate is situated in municipal districts, and in discussing tax collections with secretaries located in Calgary one finds that collections are down from 5% to 10% below those of the previous year. However, all school requisitions were paid in full, and no difficulty is anticipated in financing the school districts for the year 1937.

"In those school districts where the boards make their own levy, although conditions are practically the same throughout, there is quite a variation in the matter of tax collections, and this is due largely to the efforts made by the boards, and especially the secretary-treasurers, to collect outstanding taxes."

INSPECTOR J. A. MACGREGOR, Calgary.

"The ten rural municipalities in the inspectorate control the levying and collection of taxes in practically 70% of the school districts of the division. Six organizations were in a position to meet requisition demands promptly and to provide all the credit needed by the individual districts during the year. Three municipalities, whose credit with the banks had been exhausted in the preceding year, experienced difficulty in paying the first two quarterly demands on the requisitions, but with improved collections they are now in a position to discharge their obligations to the school districts. The remaining organization, through difficulties of administration, has contributed very irregularly to the demands of the school district. It is realized that the municipal bodies act in the capacity of financial agents to the individual school districts, and cannot indefinitely advance moneys on requisitions unless the school district in return will continue to contribute adequately to the tax fund through payment of the yearly levies. The investigation of a complaint of a school administration that it could not obtain regular payment of the requisition instalments revealed that this school district had already received eighteen hundred dollars more than had been collected in school taxes. This would imply that the municipality had to assume a bank loan to make the necessary advances to the school district, while the total amount of uncollected taxes at the end of November was over four thousand dollars. A more vigorous policy of tax collections in years of generous returns would not only remedy situations such as this one, but would inevitably result in the reduction of the yearly mill rate."

INSPECTOR J. J. LE BLANC, East Edmonton.

"Tax collections in municipalities where crops are good present no difficulty, and a large part of the school levy is collected. In those municipalities where crops are short, however, the picture is very different. Municipal authorities seem very loath to inaugurate any effective campaign of tax collection and become an agency that will accept any taxes that people feel inclined to pay. Two of the municipalities in this inspectorate have adopted the policy that they will pay to each school district the amount that is collected in that particular district, and they have made no effort to force collections. In these circumstances, the schools would be far better off if the local boards were collecting the taxes."

INSPECTOR L. A. THURBER, Red Deer.

"Teachers' salaries remain at about the same level as last year. The records I have, obtained at the beginning of the fall term, show an average of \$794.00 for 169 teachers, compared to \$801.00 in 1935. However, this figure does not give a true picture of the salary question, because in a number of cases the Department refused permission to pay the low salary indicated on the contracts, and subsequent raises have been made. In other cases, increased salaries have been reduced by exorbitant rentals charged for teacherages."

INSPECTOR T. F. HAMILTON, Lamont.

"There has been a tendency, during the latter part of the year, to increase, by moderate amounts the salaries of the teachers in the rural districts. This has been due largely to the correspondence between the Department of Education and the local secretaries, in which higher rates of salary have been authorized in cases where it has appeared that the districts have resources

sufficient to warrant the increases. In all graded schools, the salaries remained approximately the same as in the previous year. The Medicine Hat Public School Board made another increase in the salaries of all their teachers of \$60.00 per year, at least, in the case of each teacher.

"The salary rates have been considerably higher in rural, village and consolidated schools in the western irrigated section of the inspectorate than in the other sections."

INSPECTOR H. C. SWEET, Medicine Hat.

"The salaries of teachers are paid remarkably well. On the teachers' reports submitted in September of this year, not one teacher in the entire inspectorate reported any salary owing from any district in the inspectorate. With economic conditions as they are, this appears to be a very satisfactory record."

INSPECTOR MUNROE MACLEOD, Vermilion.

"Salaries have remained at the same level as that which prevailed in 1935, but there is an increasing number of teachers who are being paid irregularly and who are receiving only a portion of their salaries. In one case that was brought to my attention, the teacher received only ten dollars during the fall term, and that particular district is situated within a municipality. An aggravation of that condition during the terms of 1937 seems inevitable unless outside aid is secured."

INSPECTOR C. C. BREMNER, Macleod.

"A summary shows that the teachers of this inspectorate have substantial sums owing to them in unpaid salary. Approximately 60 teachers have salary in arrears amounting to \$12,000 roughly. Twenty-five per cent. of this number have salary owing by districts outside of this inspectorate. It is anticipated that the amount in arrears will be substantially reduced as a result of improved collections in a major portion of the inspectorate."

INSPECTOR L. B. YULE, Vegreville.

B.—ORGANIZATION

I.—*Number of New Districts*

Returns from inspectors show that 40 new school districts were organized during 1936. Of this number, 34 were organized in the six inspectorates which border on areas that still remain for settlement. These inspectorates are Peace River, Grande Prairie, Athabasca, Barrhead, St. Paul and West Edmonton. As a result of the organization work which they are called upon to do, the inspectors in these fields must shoulder heavy extra responsibilities.

II.—*Number of New Schools*

Sixty-eight schools were erected during the year in rural and village districts, these being mostly one-room structures. In the older districts the trustees demand, generally, full basements under their schools with good furnaces. As a result, the class-rooms are much more evenly heated and better ventilated than the older class-rooms, where jacketed or unjacketed stoves were used.

III.—*The Larger Division*

The outstanding feature of the year in organization and one which makes possible real progress in educational administration was the establishment of 11 school divisions. At the first session of the Legislature during 1936 an amendment to The School Act made possible the erection of such divisions, and under the direction of G. Fred McNally, Deputy Minister, steps were taken during the year to carry out the intention of the new legislation. In the case of each division established meetings were held at suitable centres for

the purpose of explaining the new plan to the electors and of giving them an opportunity for voicing their opinions. These meetings were addressed by the local members of the Legislature and by the inspectors and other departmental officials. Later the orders establishing the divisions were gazetted, and all the requirements in regard to the nomination and election of trustees carried out. As a result, all the elected boards are now functioning, and new history in educational administration in Alberta will be made during 1937. Much is expected from the divisional boards, for on the soundness of their judgment and the breadth of their outlook the early success of the larger administrative unit greatly depends.

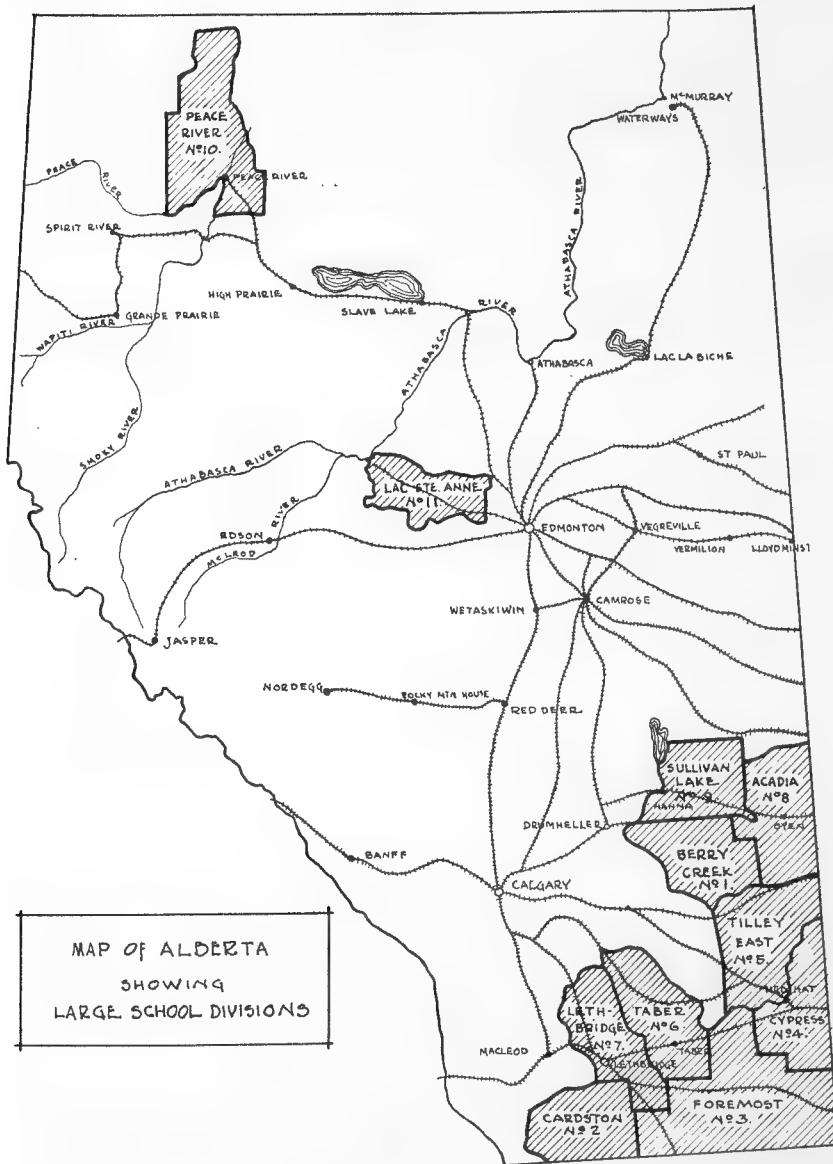
The following table shows the names and numbers of the 11 divisions which have been established, also the names of the chairmen, secretary-treasurers and superintendents:

Name and No. of Division	Chairman	Sec.-Treas.	Superintendent
Berry Creek No. 1.	Jas. R. Hannaford, Howie, Alberta.	T. E. Heaton, Hanna, Alberta.	J. C. Jonason, Hanna, Alberta.
St. Mary's River, No. 2	R. M. Christie, Kimball, Alberta.	Z. W. Jacobs, Cardston, Alberta.	A. R. Gibson, Box 52, Cardston.
Foremost No. 3	O. F. Solberg.	David Terriff, Foremost, Alberta.	H. A. Macgregor, Foremost.
Cypress No. 4	W. J. Perry, Box 223, Medicine Hat, Alberta.	F. G. McLaughlin, 217 6th Avenue, Medicine Hat.	H. C. Sweet, 534 11th Street, Medicine Hat.
Tilley East No. 5	C. M. Olson, Iddesleigh, Alberta.	F. G. McLaughlin, 217 6th Avenue, Medicine Hat.	H. C. Sweet, 534 11th Street, Medicine Hat.
Taber No. 6	Frank Kerkoff, Wadena.	B. L. Cooke, Taber, Alberta.	Owen Williams, 532 15th St., Lethbridge.
Lethbridge No. 7	J. J. Tiffen, Lethbridge.	G. C. Paterson, Lethbridge, Alta.	Owen Williams, 532 15th St., Lethbridge.
Acadia No. 8		C. G. Peterson, Oyen, Alberta.	C. M. Lavery, Oyen, Alberta.
Sullivan Lake No. 9	J. A. Cameron, Wistina, Alberta.	Harry K. Fielding, Hanna, Alberta.	J. C. Jonason, Hanna, Alberta.
Peace River No. 10		R. B. Manly, Peace River, Alta.	Geo. L. Wilson, Peace River.
Lac Ste. Anne No. 11	Delbert Munroe, Sanguo, Alberta.	Frank W. Wiggins, Stewartfield, Alta.	G. F. Hollinshead, Barrhead, Alberta.

The 11 school divisions include a total of 744 districts and 671 classrooms. Village, town and consolidated school districts are not included, but the amended School Act makes possible the admission of these districts on terms mutually acceptable to the boards concerned, provided the agreements have the approval of the Minister.

The attached map shows the approximate area covered by each school division. It indicates roughly that one-fifth of the area of the Province served by schools has been included in the larger administrative units.

During the year the inspectors in those parts of the Province not now covered by school divisions have taken every opportunity to supply the people with information in regard to the operation and advantages of the larger administrative unit. When requested, they have addressed meetings on the subject, and as a result of their efforts the public in general has a much clearer conception of the improvements possible in educational administration



under the new system. The people living in those areas of the Province not yet directly affected by the changes are watching with keen interest the results of the experiment in the divisions which are now functioning. Their ultimate point of view will be determined by the success that attends the efforts of the new divisional boards.

Excerpts

"In view of many districts newly formed in areas heavily wooded and of low assessment where a small acreage will prevail for several years, it appears the only means of giving a fair degree of educational advantage to the children of these communities is to spread the cost over a larger area. The plan of a larger division of administration has been discussed with the majority of boards of these districts and all are unanimously in favour of the scheme. On the other hand, districts organized some time ago and now past the pioneer stage of financing are lukewarm towards the proposal.

"Three meetings were held during the year to discuss the matter. Keen interest was shown, some opposition was registered, but the sentiment of the majority was favourable.

The Grande Prairie Inspectorate will provide one division. This natural division would include about 76 schools around Grande Prairie town."

INSPECTOR L. A. WALKER, Grande Prairie.

"At the annual convention of school trustees of Stettler Inspectorate, held this year in Stettler on July 23rd, the question of the formation of the large division under current provisions of The School Act was discussed pro et contra. Inspector Lorne Good, of Wainwright, addressed the convention, presenting the case for the establishment of the large divisions; Mr. Thomas Costigan, of Stettler, spoke against the proposition. After a subsequent thorough discussion from "the floor," a vote was taken. The proposition, "That a large division be formed within the Stettler Inspectorate", was voted down by a considerable majority. The consensus of opinion generally throughout the inspectorate, south of the Battle River, is against any change from the status quo, at least in the meantime until results of operations of large divisions now being organized become evident."

INSPECTOR W. E. HAY, Stettler.

"No school divisions have been organized in this inspectorate. The plan has been outlined at meetings held at Drumheller, Carbon, Michichi, and Munson. A little interest was shown at the two Drumheller meetings, but not a great deal. Considerable interest was shown in the movement at the other points.

"Drumheller and the six adjoining districts would make a very good urban unit. There are now 60 rooms in the area, 12 of which are devoted exclusively to high school work. An amalgamation would not only make for efficiency and economy, but would render it possible to properly provide for the optional subjects on the intermediate and high school courses. However, the majority of the boards, and that of Drumheller in particular, do not favour the plan at present. Arrangements have been made for a meeting in March, when the matter will be taken up again."

INSPECTOR W. E. FRAME, Drumheller.

"In June the writer co-operated with Inspector Sweet in holding six meetings which were designed to acquaint the ratepayers with the Government's intentions regarding the divisional form of school administration; of these six meetings, five were held in the Medicine Hat or Cypress area. Dr. Robinson, M.L.A. for Medicine Hat, attended four of these and one at Winnifred. Later on, August Flamme, M.L.A., accompanied the writer on a speaking tour which began at Etzikom and closed at Wild Horse; immediately after this series of meetings, Solon Low, M.L.A. for Warrn, took up the task and assisted in meeting ratepayers in his constituency."

INSPECTOR H. A. MACGREGOR, Foremost.

"About August 1 a circular letter was sent out to the boards previously consulted and to all other boards now under the division. The circular offered suggested boundaries for a school unit centering upon Peace River, and asked for the opinion of each board for or against the proposal. By an early date in September half of the replies had been received, and these came chiefly from the areas already reached by meetings. Five showed opposition to the large unit; the others stated favour or sympathetic consideration. Five more meetings were then held, so that all trustees had an opportunity of hearing and discussing the proposal. These meetings resulted in a 75% majority, either definitely in favour or fully sympathetic. Two of the boards which had previously expressed opposition in writing changed to favour for the large unit; one board became more strongly opposed, while in the case of the other two the trustees preferred that a meeting be held with their electors. Upon holding the meetings, it was found that about one-third of those present felt not ready to vote either way; the others were divided between favour and opposition."

INSPECTOR G. L. WILSON, Peace River.

"Following the establishment of the divisions in October, the first meetings of delegates selected by the local school boards were held in November. At the delegates' meeting for the Cypress School division, nominations were made for the office of trustee in all of the five subdivisions; the election was conducted by ballot in all the schools of the division on December 12th. The first meeting of the school board of five divisional trustees was arranged, to be held on January 2nd, 1937. At the delegates' meeting for the Tilley East School division, which was held at Jenner, three trustees were elected by acclamation; nominations were made in the other two subdivisions and the election conducted by ballot on December 12th. With the completion of the board of Divisional Trustees, the first board meeting was arranged for January 6th, 1937. From the date of the establishment of the school divisions I acted as Temporary Secretary for both divisions."

INSPECTOR H. C. SWEET, Medicine Hat.

"Elections were held on December 12th, 1 p.m. to 3 p.m. Where necessary, voting took place in the school house in each district. The officials of each district had been supplied with the papers and documents required under The School Act, together with full directions on the procedure to be followed. I am glad to state that the officials in all districts followed our instructions and returns came back to headquarters as planned. In some areas the vote was very light, but heavy snow and drifts were responsible for this."

"I believe that capable trustees have been selected for the boards of both divisions, and I am anticipating the pleasure of working with these men."

INSPECTOR OWEN WILLIAMS, Lethbridge.

"On December 28th and 29th the inspectors, who will be the superintendents of the new school divisions, had a conference in Calgary under the chairmanship of the Chief Inspector of Schools. This conference I attended. As a result of our deliberations there will be a greater measure of uniformity in the procedure that will be followed in conducting the affairs of the various units than would otherwise have been the case. Personally I derived much help from the exchange of ideas that took place at this conference."

INSPECTOR J. C. JONASON, Hanna.

"At the date of writing, the St. Mary's River School Division No. 2 may be said to have been effectively established. All the preliminary proceedings were taken without a hitch, an efficient Board was elected, and it held its organization meeting, showing every intention of making this new method of rural school administration successful."

INSPECTOR A. R. GIBSON, Cardston.

C.—INSPECTION AND SUPERVISION

I.—Statistics

The following table summarizes the gradings of teachers given by inspectors during 1936, and indicates the percentage distribution according to the five categories of the five-point grading scale which has been continued in use. The total does not include 84 teachers who, for various reasons, were left ungraded at the time of the inspectors' visits.

Grading of Teacher	Numerical distribution	Percentage distribution
Excellent	250	5.99
Very Good	1,148	27.51
Good	2,086	49.99
Fairly Good	647	15.51
Fair	42	1.00
Total	4,173	100.00

A comparison of the percentage distribution of gradings with that of 1935 shows differences so slight in each division of the scale that the figures are insignificant. The only conclusion to be drawn is that the average efficiency of the instructors in the schools of the Province has remained at practically the same level as during the previous year. In a sense, this finding comes as a surprise. Since the teachers were familiarizing themselves during the fall term with new programmes in the grade from I to VI and in Grade IX, and since a large percentage were attempting to use the "enterprise" technique for the first time, it was natural to expect a temporary lowering in the quality of instruction. The most probable explanation is that the stimulus of the new programme and the interest in the use of an improved technique successfully counteracted any handicap that arose from newness in subject matter and in the method of teaching.

II.—*Quality of Instruction in the Elementary Grades with Particular Reference to the New Curriculum*

At the beginning of the December term a new course of studies for the elementary grades (I to VI) came into effect. The inspectors have been asked to evaluate in their reports the character of the instruction in our schools with particular regard to the teachers' appreciation of the new objectives and the extent to which there has been success in realizing them. The general point of view of the inspection staff is that it is too early yet to venture final judgments. The opinions which have been expressed are advanced tentatively, and they are here submitted subject to revision later when there has been greater opportunity to observe and estimate the results.

The following brief statements attempt to epitomize the corporate findings of the inspectors on the points which are here enumerated:

(1) *Competence of Teachers to Offer the New Programme.*

It requires more ability, resourcefulness, initiative and scholarship on the part of the teacher to use the "enterprise" technique than to give instruction under the old programme. Recent graduates of our Normal Schools and teachers who have taken Summer School courses have, on the whole, a distinct advantage over teachers who have not made a special study of activity teaching.

(2) *Extent to which "Enterprise Procedure" has been adopted.*

Few teachers have used the Enterprise procedure to the maximum extent, but the majority of teachers, probably 80%, are attempting to employ it for a part of their instruction. Some inspectors have directed their teachers to limit their endeavours to two enterprises for the year.

(3) *Appreciation of Objectives of the New Programme.*

(a) On the whole, the teachers have grasped the objectives of the enterprise method, although some have mistaken the means for the end and have allowed the pupils' activities to degenerate into pure manual exercises.

(b) The enterprise technique is developing in the pupils greater power to make abstractions and generalizations, to relate cause and effect and to do independent thinking.

(c) There has been a definite improvement in language training, since the enterprise provides additional opportunities for the use of both oral and written language.

(d) The culminations of the enterprises, for the most part, do serve their true educational purpose. The danger seems to be always present, however, that they will degenerate into the recitation of memorized parts. They appear to have served a useful purpose in acquainting parents with the work of the school. In many cases the teachers have taken advantage of the opportunity to invite parents to be present and to have them observe the type of activity which is being carried on.

(e) Mature teachers and those of wide experience and broad scholarship do not find the reduction of textbooks a hardship. The immature and poorly equipped teacher, however, does find the reduction a handicap. He immediately endeavours to overcome the difficulty by providing himself with both texts and manuals, since he finds their use a necessity.

(4) *Provision of Supplies, Equipment and Library Books for Enterprise Teaching in Rural Schools.*

School boards have shown willingness to add to their supplies and equipment and to their libraries, but the provision which has been made up to the present in most schools is much too meagre to enable the teachers to make general use of an enterprise procedure.

(5) *General Reaction of Pupils to New Programme.*

There is general agreement that the activity programme has resulted in increased motivation and interest among pupils.

(6) *Time Schedules for New Programme.*

The suggested time-table for one-roomed schools issued by the Department has been received with general approval.

(7) *Effectiveness of the Enterprise Procedure in Division I and Division II.*

The consensus of opinion is that the enterprise procedure is more effective in Division II than in Division I. Its use is limited in Grade I of Division I because the child has not yet learned to read and is unable to use the printed page as a form of activity or a source of information. Teachers find it comparatively easy to introduce the enterprise method in Grades II and III because they have already acquired an understanding of "social activity" from their study of primary methods where the same principle of instruction has for a long time been generally followed.

(8) *Instruction in the New Course by Subjects.*

(a) Reading.—Silent reading is receiving more attention than formerly and where related to the enterprise procedure is given stronger motivation and hence has a greater value for the pupil. Oral reading continues to be too much a hearing and not enough a teaching of reading.

(b) Language (including Writing and Spelling).—There has been an improvement in the results in Language, both oral and written, due to its closer relation to the other work of the pupils. The "enterprise" produces "language situations" with natural efforts at self-expression. Oral composition has been given a real meaning and interest for the majority of pupils.

The standards of attainment in Writing and Spelling do not appear to have changed appreciably. A number of inspectors still favour a certain amount of formal instruction in the latter subject. Print-writing in Grades I and II is being given a fair trial, but it is too early to interpret its influence upon the introduction of script-writing in the higher grades.

(c) Number Work.—There is a reduced content in the courses and many teachers are unable to adopt their methods to the lower requirement. Results in the subject are generally satisfactory, and the text-books have general approval. It is felt, however, that there is need of a revision of the texts in Division II to make them conform more closely with the requirements of the courses.

(d) Elementary Science.—The reports indicate that Elementary Science is still largely taught as an information subject and that there is not enough emphasis placed on experimentation, observation and collateral reading. There is general criticism that the schools of the Province are inadequately equipped for the best results from the teaching of this subject.

(e) Social Studies.—The subject and the course both lend themselves to an enterprise method of teaching. There is a lack, however, of suitable reference and other books in school libraries, and as a result an enterprise technique cannot be followed except in part. To give effective instruction in this subject the teacher must spend a great deal of time in preparation and organization. Even with careful preparation, some teachers are having difficulty in securing the proper integration of History and Geography. If the aim of the course can be realized, it will result in improved attitudes in our future citizens.

(f) Health and Physical Education.—There has been an increase in the amount of attention given to Health Education, but the position of Physical Education in the daily programme of the school remains practically unchanged.

(g) Music.—More emphasis is being placed on Music and the results are reported as showing noticeable improvement. The influence of the Musical Festival is beginning to make itself felt.

Excerpts

"Of the 154 teachers who teach the elementary grades in this inspectorate, 38 have had the advantage of taking the Course in Enterprise Education offered at the Summer School. In all, 83 teachers in the Camrose Inspectorate attended Summer School during the 1936 session. These will have had some instruction in the methods to be used in connection with the new Programme of Studies.

"The teachers have shown themselves alert and anxious to do their share to make the new Programme effective. They have organized study groups in almost every village. The teachers from the surrounding schools come to meetings about once a month to discuss the philosophy of the new Programme and to discuss ways and means of putting the new Programme into effect. The younger teachers have been found particularly able to adapt themselves to the changes necessary. The better of the more experienced teachers are also giving a good account of themselves. The people who find particular difficulty are those who do not wish to change their ways."

INSPECTOR C. H. ROBINSON, Camrose.

"Practically all of the teachers of this inspectorate are using the "Enterprise" method in the schools. This varies from an attempt at at least two projects, to the careful following of the whole course, as set out in the course of studies."

INSPECTOR X. P. CRISPO, Olds.

"About 70% of the teachers appear to have used the enterprise method to a more or less degree during the fall term. It is estimated that about 20% have used it extensively and in the way it was intended to be used. Another 25% have made fairly good use of it, while 25% have attempted to employ the method, but have failed to interpret it correctly. It would appear that about 30% of the teachers have not used the method at all."

INSPECTOR W. E. FRAME, Drumheller.

(a) "Generally in those schools following the Enterprise procedure the work is on a higher level than in the ordinary classroom. Reasoning, imagination and self-reliance are being developed in the pupils. Only in isolated instances has the work fallen to the low level of mere manual work and play."

(b) "Do pupils generalize? Quite frequently pupils do show definite signs of increasing ability to form generalizations and conclusions of their own. The training period of the pupils has as yet been too short to expect much general development of abilities in this direction. Our pupils are undoubtedly still more under the influence of habits formed under the old curriculum and its methods than under the new curriculum. It will take a considerable time for new habits to be formed and their full effectiveness brought to light, and I do not anticipate definite results in this direction for a year at least."

(c) "Teachers following the Enterprise procedure do give much opportunity to the pupils for discussion and oral language practice. These activities are producing very beneficial results in the pupils. Oral Composition now has a new meaning to the pupils and real motivation and interest."

(d) "Undoubtedly thinking and reasoning are being given precedence over memorization."

(e) "My experience has been that the inspector sees few of the culminations to the enterprises, and I have little first-hand information upon which to base conclusions. However, warm praise and appreciation are very frequently mentioned by parents and local school officials in connection with the beneficial results of culminations which they have personally seen. Many of these parents, themselves teachers of past experience, are quite enthusiastic in the commendations. From these facts I would conclude that the culminations are serving a true and useful purpose."

(f) "The reduction of textbooks and manuals has worked a temporary handicap upon nearly all teachers, and especially upon the teacher following the older teaching techniques. This reduction has had both good and detrimental results. It naturally strengthens the work of those teachers who can and will supply the needed materials from their own experience and the reference materials at hand. It retards the work of those teachers who cannot or will not endeavour to supply the materials ordinarily found and presented in a formal textbook. In such schools the work lacks that minimum coherence and unity that the following of a prescribed textbook does achieve. With lengthening experience I believe the real teacher will appreciate the freedom now provided in the choice of texts and reference books, and that it will eventually produce a stronger teaching personnel."

INSPECTOR LORNE GOOD, Wainwright.

"School boards, too, appear to appreciate their responsibilities under the 'New Regime,' and as far as finances will permit are co-operating with the teachers in providing additional equipment. While some boards have made limited additions to the libraries, there is yet a great deal to be done in this connection before every school will have available the proper reference books, to enable the teacher to carry out this enterprise method of teaching in the manner in which it should be presented."

INSPECTOR J. A. MACGREGOR, Calgary.

"The general reaction of the pupils to the new programme is very encouraging. The interest in the work has been greatly increased. In some instances the pupils are very enthusiastic.

INSPECTOR H. A. KOSTASH, Athabasca.

"The new suggested time-table for one-roomed schools issued recently by the Department is proving very valuable as a guide to the average teacher in planning her daily work."

INSPECTOR J. C. JONASON, Hanna.

"The work in Division I is not giving as good results as in Division II. In the junior division the beginners are usually diffident and require careful attention in order that they profit from the work. The teachers, too, seem to have some difficulty in adapting the work to the capabilities of the pupils.

In Division II the integration is much better. Teachers are able to discuss objectives and methods with the group, there is much more initiative, and the pupils work more independently of the teacher. I would say that the work in this division is much more effective than in the junior division. In view of the fact that so few teachers had any definite training for the new course and many of them lacked information, I feel that a very creditable start has been made with the work this year. I expect that many teachers will attend Summer School next year with a view of taking instruction in the enterprise work. There will be a much larger body of teachers with training and experience with this type of work next fall, and I look for a better type of work at that time."

INSPECTOR L. A. THURBER, Red Deer.

"On the whole, the reading is quite well done, though the standard of silent reading as measured by the time tests that I have given can hardly be considered satisfactory. Perhaps this condition is due in part to the persistence of the old idea that reading should be primarily concerned with expression rather than with thought. It is a question worth discussion whether oral reading should be required of the majority of pupils after they have passed Grade IV. It is still more questionable whether any pupil should attempt to read orally a selection that has not first been carefully taught."

INSPECTOR MUNRO MACLEOD, Vermilion.

"Language work, especially oral Language work, is showing improvement. Writing is not showing improvement as yet, though improvement may appear as the suggestions of the new course supersede the former Alberta Writing Course. I do not believe that the new course makes procedure in Spelling sufficiently definite, and consider that more thorough attention to this subject should be given than the course suggests. In some schools I have observed that the work in Spelling is closer to the points of error, as appearing in Composition especially, than formerly."

INSPECTOR H. C. SWEET, Medicine Hat.

"In number work, the new course has gone far towards reducing the requirements to operations with numbers in childrens' sizes. This decreased demand for drill in the number facts and operations in the earlier years should give more time for proper training in the use of numbers in problem situations."

INSPECTOR L. B. YULE, Vegreville.

"In the teaching of Elementary Science I have not noticed much improvement. This, I know, is due to some extent to a lack of sufficient reference material and equipment, but on the other hand it seems impossible to persuade teachers that this programme is not a mere book study and a memorization of a mass of alleged facts. To illustrate—I found an otherwise capable teacher trying to teach a lesson in First Aid to one nearly drowned by merely memorizing facts from the text. I quickly turned this into a practical demonstration of the procedure by having one pupil work with another."

INSPECTOR R. R. LIGGETT, Coronation.

"The new programme for Social Studies is highly estimated by the majority of teachers, but many are finding it difficult at first to keep their bearings in following it. There is as yet only a superficial interpretation of what is required in the organization of the subject-matter under a correlation of subjects. It may be some time before teachers will cease to be subject-minded; in the past they have been so to a very high degree."

INSPECTOR W. E. HAY, Stettler.

"Health education is generally successfully undertaken according to the requirements of the course. Physical training does not receive as much emphasis as it should. The subject appears to be treated in a somewhat unnatural routine manner. Organized games, folk dancing, etc., are not sufficiently emphasized."

INSPECTOR W. H. EDWARDS, High River.

"The fact that music is assuming its proper importance as a subject on the curriculum is most encouraging. The interest aroused by the Musical Festival together with the advantage of a definitely outlined course in Music, should do much to overcome the evident neglect of this important subject."

INSPECTOR T. F. HAMILTON, Lamont.

IV.—*Quality of Instruction in the Intermediate Grades with Special Reference to the New Course in Grade IX* *Statistical*

The following table indicates the extent to which instruction in Grades IX, X and XI has been authorized in the one-roomed schools of the Province. Of these grades, only IX forms a part of the Intermediate Division, but the inclusion of this grade in the one-roomed school is subject, as is that of Grades X and XI, to permission by the local inspector.

Number of one-roomed schools in Alberta offering instruction in Grades IX, X and XI:

Grade IX	1,034
Grade X	397
Grade XI	81
Total	1,512

The following summaries aim to epitomize the findings of the inspectors on the points bearing on the new Grade IX course as here enumerated:

(1) *General comparison between the new and old programmes in Grade IX, in respect of difficulty and amount of work to be covered.*

There appears to be general agreement that in point of difficulty to the pupil the new course does not make any greater demand than the old. The consensus of opinion is, however, that it is longer, and from the standpoint of preparation and organization it requires considerably greater effort on the part of the teacher. This latter result is to be expected, because much of the subject-matter of the obligatory subjects is changed and a number of the options are completely new. The course, moreover, consists of eight units of study, whereas the old course consisted in a great many schools of six, and scarcely ever of more than seven.

(2) *Are teachers securing the integration of Language with other subjects as required by the programme?*

More integration of language, particularly oral language, with the other subjects is being secured than formerly. It is evident, however, that an improvement in this respect must still be sought. The time allotted to the study of English in the new programme has been decreased, and if a fall of standards

in language is to be avoided, every subject of the curriculum must be used as a medium for giving training in both oral and written expression. Teachers up to the present have not been impressed by the importance of this simple dictum.

(3) *Have boards provided the necessary classroom equipment for the teaching of General Science and Social Studies?*

In several inspectorates in the more fortunate areas of the Province the inspector made his authorization of Grade IX instruction conditional on the provision of reasonably adequate equipment. The response of school boards, in most cases, has been gratifying. In certain sections, however, due to depressed economic conditions, the purchase of equipment and reference books by trustees has been found practically impossible. There still is, however, a more or less general dearth of reference books for use of the teacher and pupils in Social Studies. The new course in this subject cannot be given effective treatment unless there is on hand in the school a plentiful supply of reference material.

(4) *To what extent are Grades VII, VIII and IX being combined?*

There is no general attempt to combine the work of the three grades of the intermediate division in the obligatory subjects. The greatest amount of combination has taken place in Social Studies. Certain optional subjects lend themselves to combination of the three grades, in fact they demand it. These subjects are Dramatics and Music. Classes are also frequently combined for Art.

Grades VII and VIII are quite generally combined for instruction.

When the new courses in these two grades are introduced it is anticipated that there will be considerably more integration of the whole intermediate school programme than there is at the present time.

(5) *Instruction in the obligatory subjects of Grade IX.*

(a) Literature and Language.—There is less tendency for the teachers to use a dissecting method in dealing with Literature and pupils are getting more enjoyment from the subject. The reports of the inspectors indicate that there is generally a more conscious striving to secure appreciation of the prescribed material.

The new text in Composition is found to provide definite objectives for both teachers and pupils, but it is agreed that a rigid following of its outline results in less practice in written expression than was obtained from the old course.

(b) Mathematics.—The requirements in Mathematics have been reduced, but there is general satisfaction with the prescribed text and with the results that are being obtained. There is less uncertainty in regard to what is being accomplished in Mathematics than in the case of any other study.

(c) General Science.—The teachers' approach to this subject does not appear to have undergone any radical change. The general criticism is made that General Science continues to be regarded as a fact and information subject. As the inspectors reporting are basing their findings on observations made mostly in one-roomed schools, where lack of time is a conditioning factor in the teachers' method of treatment of this subject, their statements cover the cases where the possibilities of the course are the least capable of realization. It is quite clear that where the teacher has only 40 or 45 minutes a day to devote to Grade IX, he cannot give the course the experimental basis that it requires if its objectives are to be fully attained.

(d) *Social Studies*.—The new course in Social Studies in Grade IX has proved stimulating to the teachers and has resulted in a greater degree of pupil activity in lessons owing to the change in technique of teaching which the course requires. The pupils discuss problems more than they did under the old course, engage in more research, and receive more training in generalizing and forming judgments. There is criticism that the course is too long and that the teachers misinterpret the objectives by attempting to treat too exhaustively all the suggested topics. The reports are general that the supply of reference books in the schools is altogether too scanty to meet the needs of the teachers. The lack of a text-book has resulted in the use of a prepared manual by many teachers. The use of such a manual, of course, defeats the aims of the course and leaves Social Studies, as it has been before, an information subject which emphasizes the acquisition of facts by a process of sheer memory.

(6) *The Optional Subjects.*

The opinion is general that teachers require special training to enable them to give effective instruction in the new optional subjects of Grade IX. The inspectors' reports indicate that the percentage of teachers who have actually received special training through summer courses probably ranges between a quarter and a third of the total group. In all probability there will be a heavy registration in the Summer School this year in the courses of training for optional subjects.

Of the optional subjects, Art, Junior Business and Dramatics are the three most commonly chosen. Outside of the cities, General Shop, Household Economics, Typewriting and Oral French are attempted in comparatively few schools. Music is being more generally attempted than under the old course.

Complete returns have not been compiled showing the number of pupils taking the various options of Grade IX in the Province as a whole. The report from Inspector L. B. Yule, of Vegreville, however, may be taken as representative of the relative frequency in which the options are found in rural schools. Below is his table:

Option	Number of classes in which taken
Art	59
Junior Business	57
Dramatics	49
Music	12
*Oral French	0
Typewriting	4
General Shop	2

(*In a number of inspectorates a few schools are attempting Oral French.)

(7) *Instruction in the Optional Subjects of Grade IX.*

(a) *Art*.—There appears to have been little change in the method of teaching this subject and little change in the standard of attainment reached by the pupils. The results are generally on a par with those secured under the old course, but there is evidence of slightly increased originality in the pupils' efforts.

(b) *Junior Business*.—This course is criticized as being too extensive, but the consensus of opinion is that the subject makes a suitable option, particularly for rural schools. Too many teachers are treating the course as a means of imparting information, with the result that its higher objectives are not being achieved. The opinion has been expressed in several quarters that the book-keeping section is entitled to more emphasis than it receives.

(c) *Dramatics*.—This subject requires training and experience on the part of the teacher, and the results secured by instructors who lack training have not received general commendation. In speech training, the theory of the subject

has received more adequate treatment than the practice. A difficulty is experienced in schools where the enrolment is so small that, even when the Grade IX pupils are combined with those of Grades VII and VIII, a full cast of characters for a presentation cannot be secured. The subject consumes a great deal of the teacher's time.

(d) Music.—There is general agreement that the teaching of this subject has received a new impetus and that the results are generally improved. The teachers have had, in many cases, to begin work at a level somewhere in the elementary school, and hence the standard of achievement varies greatly. There is still a lack of instruments in schools, such as pianos, gramophones and radios, for the teaching of appreciation, but certain inspectors report some progress in this respect.

(e) Oral French.—Oral French, outside of the cities, is not attempted except in French-speaking communities and in districts where the teacher has sufficient facility in the use of French to enable him to carry on a lesson altogether in this language. The course requires the use of a direct method.

(f) Typewriting.—A few one-roomed schools are offering this opinion, but the cost of equipment militates against any general attempt to provide a course in it. An additional difficulty is that of finding a place where pupils may carry on their practice without interfering with the class-room work of the school.

(g) General Shop and Home Economics.—Outside of the cities and towns there are very few schools attempting either General Shop or Home Economics. There are many obstacles to be overcome before these options can be offered generally in one-room schools. The cost of equipment, lack of special accommodation, and lack of teachers with the required qualifications are all factors restricting to a minimum the choice of General Shop and Home Economics as options in small schools.

Excerpts

"As this course is new, and as the teachers have not had the training to give tuition in a number of subjects of this course, they are finding it more difficult than the old programme. There are eight units which must be taken in the new programme, while in the old there were seldom more than six offered in the one-roomed school. Accordingly the amount of work to be covered appears to be greater. Reference materials and texts were available to facilitate tuition in the old course, while the teachers have had to gather reference materials on the new course since September 1st. The teachers, having a better grasp of the content of the old course, were enabled to organize their assignments so as to demand more independent study upon the part of the pupil. The new course, for the present at least, certainly requires more of the teacher's time than did the old programme."

INSPECTOR R. J. SCOTT, West Edmonton.

"The integration of language with other subjects is meeting with fair success, though there is a great dissimilarity of standards in different schools. Teachers generally are giving more emphasis to Oral Language, and the practical value of the assignments gives them greater meaning to the student."

INSPECTOR JOHN SCOFFIELD, Wetaskiwin.

"There was, at the beginning of the term, little equipment in the schools for the teaching of General Science and Social Studies. Most of the school boards interviewed are responding to my appeal for equipment."

INSPECTOR J. L. GIBAULT, St. Paul.

"The teachers are making a very good effort to live up to the requirements of the course. Correlations are effected in such subjects as Music, Art with Social Studies, and Dramatics with Language.

"The general working out of the Grade IX course will be improved when combined with Grades VII and VII to form a working unit."

INSPECTOR X. P. CRISPO, Olds.

"An improved type of instruction is gradually appearing in respect to Literature which makes more provision for a developing of pupil appreciation for Literature and less detailed and analytical treatment of the individual selection. The formal Composition for the grade as outlined in Diltz and Cochrane is proving very heavy for the majority of rural schools, and probably few schools will be able to cover this text completely this year. The subject matter therein is admittedly splendid, but requires much careful supervision and discussion if effective results are secured."

INSPECTOR LORNE GOOD, Wainwright.

"This study (mathematics) receives more attention than it is entitled to. The pupils are found to have gone further in the text-book in this subject than in any of the others. The pupils are also found to know more about this subject than they know about the others. The pupils ordinarily work along by themselves and call for help when they need it. The teacher gives an occasional short lesson when a new topic is met. Except for the fact that this subject ordinarily gets more than its share of the time, it is safe to say that the work is done fairly satisfactorily."

INSPECTOR C. H. ROBINSON, Camrose.

"General Science and Social Studies are the two chief worries among the required subjects in Grade IX. The teacher who is not scientifically minded tends to teach a class to use rote memory rather than to reason on a basis of facts. The other type of teacher, who enjoys looking for the cause behind the result, seems to be doing well with both of these subjects, but more especially with the former. With the Social Studies there seems to be a great fear that the Department will be unable to draft an examination which will give the pupil who has been trained along correct lines a chance to get through. For this reason, I think, we have a demand for something more stereotyped; this, of course, is the outcry of the 'rote memory group'."

INSPECTOR C. M. LAVERTY, Oyen.

"Practically all the rural teachers with whom I came in contact are agreed that the course in Social Studies is the most interesting and useful course in the intermediate school today. True, it has been handicapped to a certain extent by the lack of sufficient suitable reasonably priced reference books, but these are gradually being placed in the schools. There is some discussion, perhaps not enough, but the possibilities for committee work are very limited in the rural schools. One, two, or even three pupils form only one committee, and the procedure loses some of its value if the same persons always constitute a committee. Some schools have made splendid collections, and have practically applied the Enterprise procedure to the new course. A suitable text or a very large number of interesting, well illustrated readers would be very beneficial. The open forum does not exist."

INSPECTOR MUNRO MACLEOD, Vermilion.

"I can predict an overwhelming demand for summer courses in the optional subjects in 1937. Last year many teachers took these courses, and more would have done so had there been less uncertainty about the new Grade IX course. At present I doubt if there is one teacher in charge of a Grade IX class who is fully qualified, through certificated qualifications, to teach any three options; on the other hand, there are many who have part of the necessary training; and there are a few who, without certificated qualifications, are struggling faithfully to meet requirements."

INSPECTOR A. R. GIBSON, Cardston.

"A fairly good type of work is being done in this subject. There is some tendency to spend too much time in the collection of pictures, many of doubtful artistic value, without making the necessary associations."

INSPECTOR T. F. HAMILTON, Lamont.

"This course (Dramatics) is not well adapted to the conditions generally found in the average rural school. Too frequently the number of pupils in Grade IX is too small to do any practical work, as staging plays, unless other pupils of the school are called upon for assistance. Again, for pupils to gain practical experience in the complete staging of a play means that the teacher must hold innumerable conferences with the pupils, many practices, etc., all of which require a great amount of her time. This subject if properly handled requires too great an effort from the teacher to warrant its general authorization in rural areas, and I feel that another year some other subject should be found among the options for the average rural school. Present results in the handling of the subject are not very encouraging."

INSPECTOR LORNE GOOD, Wainwright.

"In the Music I have seen some very commendable lessons. The classes in the rural schools are usually so small that little can be done with choral music except where there are other grades that can work with Grade IX. The ear-training and theory are being covered properly, and in most cases the teachers are making a definite attempt to do something worth while with Music Appreciation. Where the teachers have any talent, this course can be made valuable."

INSPECTOR C. C. BREMNER, Macleod.

"As the course in Oral French demands ability to carry on a conversation in the language, the teaching of this option is pretty well restricted, in so far as this division is concerned, to schools directed by a French-speaking teacher."

INSPECTOR J. J. LEBLANC, East Edmonton.

"Typewriting is offered in two schools where the teachers are qualified and permit the use of their own typewriters. Only a few pupils are taking the course so that suitable arrangements for practice are easily made."

INSPECTOR H. A. KOSTASH, Athabasca.

"Two rural schools are offering this option (General Shop). The teachers are qualified, and sufficient equipment has been provided by the school boards. The pupils are enthusiastic and are learning something that every rural pupil should have the chance to learn before he leaves the school."

"One rural school offers this option (Home Economics). The teacher is qualified. The residence has a cook stove and some equipment. The girls taking this option are learning something they will have for the rest of their lives."

INSPECTOR C. H. ROBINSON, Camrose.

D.—SCHOOL FAIRS, MUSICAL FESTIVALS, TEACHERS' CONVENTIONS, TEACHERS' INSTITUTES, ETC.

I.—Statistical

The following table shows the number of School Fairs, Musical Festivals, Teachers' Conventions and Teachers' Institutes reported by the inspectors throughout the Province. The figures do not include the returns for Edmonton and Calgary:

School Fairs	83
Musical Festivals	33
Teachers' Conventions	25
Teachers' Institutes	22

II.—General

The number of School Fairs held during 1936 shows an increase of nine over the number held in 1935. While the standard of the school exhibits maintained the usual average, that of the horticultural and agricultural entries reflected the generally adverse conditions under which they were produced. The excessive drouth which covered a large area of the Province made relatively superior exhibits in garden and farm products an impossibility.

Already steps have been taken to revise the prize list of exhibits in school work to bring them into conformity with the requirements of the revised Course of Study in the elementary grades.

The Musical Festival continues to enjoy its popularity as a form of school endeavour. In some cases the enthusiasm of its supporters leads to an expansion of the festival programme which far exceeds the intentions of those who were responsible for its organization. The Musical Festival may be considered the culmination of an enterprise in Music and other subjects, and the amount of time which may safely be devoted to it is determined by the educational value which is derived from it. Up to the present we have no concrete evidence put forward by the men in closest touch with the festivals to enable us to reach a conclusion.

A grant amounting to a maximum of \$50 for each inspectorate is made by the Department in support of Musical Festivals. We believe that this expenditure of money is justified by the increased interest which is being taken in Music, Dramatics and Public Speaking in our schools. The inspectors are unanimous in the opinion that the festival has done more for the teaching of Music than any factor outside the inclusion of the subject as an obligatory part of the Course of Study.

The introduction of the new programme in the elementary grades resulted in a need of closer direction of the work of the teachers. As a result, a number of inspectors organized institutes—small groups of teachers—for the purpose of studying specific problems arising from the revised Course of Study. The general reports indicate that the meetings of teachers in these small groups were extremely beneficial.

Without exception, there was an unusually good attendance at the conventions held in the fall. In a number of instances the inspectors report a registration of practically one hundred per cent. The new course and the new requirements in teachers' qualifications have stimulated a keen interest in the problems of education. Teachers are realizing, as never before in this Province, that they owe it to themselves and to their pupils to keep abreast of modern movements in education and to improve their professional status.

The inspectors report a large number of field days held in different parts of the Province. These events are organized, for the most part, by the teachers and local sports associations to include groups of schools that have a more or less general community of interest. The sports days are beneficial in their results, tending as they do to promote group games among the pupils in the local schools and to cultivate a healthy interest in properly conducted and supervised athletic competitions.

Excerpts

"School fairs were held in this inspectorate as follows: Cochrane, September 4th; Crossfield, September 8th; Langdon, September 18th; Strathmore, September 18th-19th.

"A few years back many more school fairs were held in the southern part of the Province, and it is very much regretted that successful fairs have been discontinued at a number of points. There is no doubt as to the edu-

cational value of school fairs, and it is an outstanding fact that the written exercises and pupils' exercise books in districts where there are school fairs represent more careful effort than is found in schools that are outside a fair unit."

INSPECTOR J. A. MACGREGOR, Calgary.

"School fairs were held in the following centres: Mayerthorpe, Westlock and Sangudo. They were well attended in spite of the fact that there was a slight falling off of schools competing at one of these points. Enthusiasm and very good interest continue to be shown at these fairs. The educative value derived from them warrants the work and expenditure involved. The policy of limiting the entries from each school to two in each class, used for the first time this year, makes for better competition, as it gives a larger number of schools an opportunity of winning prizes.

"The fair at Westlock was held this year after it had ceased to operate for several years. Plans are being made to organize other centres in the same area."

INSPECTOR G. F. HOLLINSHEAD, Barrhead.

"The Musical Festival offers a form of public competition which is keenly appreciated by the general public. In this event, held in the Masonic Temple, Edmonton, on May 14, the programme included solo and choral singing, recitations, public speaking and dramatization. Medals were awarded to the single and cups to the group event winners. This year it became necessary to award cup replicas to three schools, first winners for three successive years. The festival is proving a very stimulating influence for the development of Music in the schools."

INSPECTOR J. J. LEBLANC, East Edmonton.

"The annual Musical Festival was held at St. Paul on May 15th. There were 299 entries, distributed as follows: Solos, 128; Elocution, 111; Duets, 17; Choruses, 15; Folk Dancing, 8; Orchestras, 3; Dramatizations, 12; Action Songs, 5.

"The quality of the work presented was commended by the adjudicators. Teachers and parents are taking a growing interest in the festival, which is now an established fixture in the school year's programme."

INSPECTOR J. L. GIBAULT, St. Paul.

"Conferences were held as follows with groups of teachers: Fairview, September 11; Berwyn, September 14 (postponed until October 16 due to weather conditions); Peace River, October 9; High Prairie, October 23; North Star, November 7.

"These conferences were held for the teachers of the smaller schools, and were conducted chiefly under the round-table plan with from 15 to 20 teachers invited and almost 100% attending. From the point of view of attendance and a study of classroom procedure, they were far superior to the old-type convention. In some cases they gave rise to the organization of groups which will continue to function throughout the year."

INSPECTOR G. L. WILSON, Peace River.

"The teachers of High River Inspectorate again co-operated with those of Calgary Rural Inspectorate in order to discuss educational problems.

"Due to the advent of the new course, the major emphasis was placed upon enterprise work. All teachers of the inspectorate were present, and they endeavoured to become familiar with the objectives and procedures involved in connection with the new course.

"The convention expressed its appreciation of the assistance provided by Dr. H. C. Newland, Supervisor of Schools, Mr. Sheane and Mr. Hutton, of the Calgary Normal School."

INSPECTOR W. H. EDWARDS, High River.

"Annual field days are held at different centres in the inspectorate: Donalda, Erskine, Alliance, Gadsby and Stettler. Arrangements for them are made by the Field Day Sports Association of the inspectorate. Some are

scheduled for the fall term and others for the spring term. In addition, a basketball tournament for all schools of the inspectorate is held at Stettler in the fall; at it the competition is keen, and the fruits of cultivation of school spirit and good sportsmanship are quite evident."

INSPECTOR W. H. HAY, Stettler.

E.—ADDITIONAL SUGGESTIONS AND RECOMMENDATIONS

I.—*Libraries*

The point that receives the most constant reiteration in the reports received from the inspectors is the lack of adequate libraries in our schools. The suggestions for methods of increasing library facilities come from the areas where school divisions have already been established. Already attempts have been made at Lethbridge to meet the situation in a practical way in those schools whose needs can be served by the Lethbridge Public Library. Inspector Owen Williams reports on the plan which has been put into effect as follows:

"At a convention held in Lethbridge on December 21st, 1935, the 'Trustees' Association of Southern Alberta accepted without reservation the proposal of the Lethbridge Public Library Board to serve rural schools at an annual membership fee of ten dollars per room, with five dollars per room for additional membership. Fifty-eight schools, comprising 82 rooms, took advantage of this offer. This is the limit of rural service that the Library Board can furnish at present. I understand that several rural districts are on the waiting list to secure similar accommodation.

"Thirteen books per room were expressed by bus to convenient centres. At the end of each month books may be exchanged for a new set. Teachers residing close to Lethbridge may, if they desire, exchange their books every two weeks. It has become the practice for teachers of adjacent schools in outlying points to exchange their books and the Library Board has encouraged this.

"All the Hutterite colonies of this division are members. It is very encouraging to receive reports from the teachers in the colony schools stating that adolescent boys and girls eagerly await the arrival of book consignments, so as to secure reading material for their spare time—a proof, I believe, that these people will eventually become valuable members of the Commonwealth.

"I am of the opinion that the Divisional Board will not only maintain this service to the schools, but extend it to all schools in the division. It is the most economical way of providing the necessary library service demanded by the new course."

An attempt to reach a partial solution of the library problem has also been made at Medicine Hat, through the assistance afforded by the Rotary Club of that city. Inspector Sweet reports as follows:

"In September junior libraries and bookcases were distributed by the Medicine Hat Rotary Club to 25 rural schools in the territory near Medicine Hat. Each school received 30 well-selected books, purchased from the School Book Branch of the Department of Education and from approved Canadian and British publishers of books suitable for school libraries. Additional similar donations will possibly be made in 1937, and this assistance to school libraries extended to another group of schools. Each group of five schools has received parts of a circulating library, and exchanges are arranged within this group of five schools. Following suggestions of Dr. H. C. Newland, Provincial Supervisor of Schools, the school divisions will endeavour to make improvements in the rural school library service through a plan for exchange and circulation of suitable books, this being very necessary in view of the demand for supplementary reading material arising from use of the new courses of study."

In my opinion the ultimate solution of the library problem will be reached by divisional boards. The Lethbridge plan is somewhat expensive for the individual districts co-operating under it, and in the end the district is no

better off from the standpoint of ownership of books. For this reason I am forced to the conclusion that divisional boards must budget for the purchase of a supply of books on a yearly plan and make provision for the building up of divisional or subdivisinal libraries, the latter to be preferred. The scheme will involve arrangements for distribution and a reconditioning service which is an integral part of every workable library plan. In this connection I am submitting without comment a proposal of Inspector A. R. Gibson, of Cardston, which has possibilities for meeting many of the difficulties inherent in providing an adequate library scheme for the units in St. Mary's River School Division No. 2. The plan assumes that co-operation will be forthcoming from the Alberta Teachers' Association.

School Libraries and Professional Reading

Suggested Method of Handling in the New Divisions

"It has been clearly demonstrated that school libraries have been seriously depleted since the library grants were stopped. The new programmes make greater demands on these libraries than ever before. Teachers' professional reading has been largely neglected as far as any regular organization was concerned. Pupils' and teachers' reading material must therefore be improved.

"It is obviously the duty of the new divisional boards to provide for the pupils, and the Department of Education may be expected to aid in this respect. The Alberta Teachers' Association has, I believe, decided to improve its members' professional standing by providing for more professional reading. I suggest the following plan by which these three bodies may co-operate in providing better school libraries and more professional reading in a school division.

"In the St. Mary's River School Division No. 2 there are five subdivisions. The teachers of each of these, about 12 in number, have organized a sub-local of the divisional local of the A.T.A. Each sub-local will have an executive committee. The members of the sub-locals will probably meet about once a month in a school central to the subdivision. Let that school be the library centre for the subdivision. The teacher of this school would act as librarian for the subdivision and would receive remuneration from the divisional board and the A.T.A. Each teacher would send in to this librarian a catalogue of the books in her school, classified according to subjects and under two headings, those in good condition and those requiring repairs. The teachers would bring the books requiring repairs to the first meeting held after the library scheme had been started. These books would be sent to the divisional secretary for repairs. The library committee of the sub-local would prepare a list of new books required and submit it to the divisional board. This list would be curtailed or augmented according to the policy of that board and the Department, which two bodies would purchase the books.

"The A.T.A. would supply the professional reading material which would be added to the library, but kept in a separate catalogue.

"Teachers would bring the books already used to the successive meetings of the sub-local and exchange them for others required by their pupils and themselves.

"The divisional board would be responsible for repairs which would be executed at set times, say, the Summer, Christmas and Easter holidays.

"By co-operation and free discussion among the teachers of the subdivision, books which were required for certain enterprises and activities would be available for certain schools at certain times, so that, when one of these was about to be undertaken, the school could count on the use of a full and comprehensive set of reference books for a month. Books for the pupils' free reading and teachers' professional reading could be exchanged in the same way.

"The weakness of this plan lies in the possible inability of teachers to attend the meetings. To help to overcome this weakness, I suggest an innovation in the form of Library Friday once a month. On a fixed Friday afternoon each month the teachers of the subdivision would take the afternoon off to attend the monthly meeting, on the understanding that the library business must be transacted. The superintendent of the division could attend four of these meetings, the date for each month being arranged to

suit. The business of the sub-local of the A.T.A. could be transacted after the library business. When this plan fails, owing to bad roads or lack of transportation, the mails and other accommodation could be used.

"If Library Friday is permitted, the schools should be given credit for the afternoon's attendance."

Besides the foregoing suggestions related to the provision of a library service, the inspectors' reports contain a number of other suggestions which in their opinion would improve the administration of education in the Province. While some of these proposals have been made in previous years, the most important of those received bearing on conditions at the beginning of 1937 are here enumerated. The suggestion which recurs most frequently is that for the establishment of school divisions in those areas of the Province where larger administrative units have not yet been organized.

II.—*Suggestions for 1937*

"I am of the opinion that an attempt should be made to organize a divisional unit in the northern part of the inspectorate. Elsewhere in this report I have brought out certain factors that seem to favour, or at least to require, the adoption of the scheme in order that education may make as rapid progress as is desirable."

INSPECTOR H. A. KOSTASH, Athabasca.

"I recommend that attendance reports be sent in by teachers every month as formerly; also that extra forms be sent to the schools in large divisions to enable duplicates of these reports to be sent to the office of the secretary-treasurer or superintendent of the division."

INSPECTOR G. F. HOLLINSHEAD, Barrhead.

"The Department should adopt a liberal policy with regard to the distribution of free readers. In the junior grades, pupils wore out their books every year when they had to buy them for themselves. While the books are not left in the hands of the pupils all the time now, the junior pupils wear out the books quickly. In the lower grades, say in Division I, a new set of books must be provided at least every second year."

INSPECTOR C. H. ROBINSON, Camrose.

"A list of minimum equipment essential to the teaching of the intermediate school should be available, and boards requiring tuition in Grade IX should be obliged to furnish the equipment as a condition of authorization for tuition in Grade IX."

INSPECTOR R. J. SCOTT, West Edmonton.

"I would like to direct attention to the failure of many districts to take advantage of improved conditions to collect arrears. It appears to me that districts should not be permitted to engage teachers when several previously employed remain unpaid. The worst offenders of this are not accepting my suggestion that distraint proceedings be taken where conditions warrant such action. It seems that the only solution is a definite check-up of these districts by the Department and the application of whatever persuasion is deemed necessary."

INSPECTOR L. A. WALKER, Grande Prairie.

"More effective methods of taxation and tax collection will be necessary if the schools in the more sparsely settled homestead areas are to continue to operate."

INSPECTOR T. F. HAMILTON, Lamont.

"Two-roomed schools should not be permitted to institute instruction in grades beyond the tenth without the inspector's authorization."

"Newly organized school districts should be given additional financial assistance for the first two years of operation."

INSPECTOR J. L. GIBALT, St. Paul.

"In cases where school boards seek permission to pay less than the statutory minimum salary, such permission should be held prior to the opening of school for the fall session, thus avoiding discussion and communicating on this point throughout the fall term as at present."

INSPECTOR L. GOOD, Wainwright.

REPORT OF ATTENDANCE BRANCH

(D. C. McEachern, *Chief Attendance Officer*)

ATTENDANCE

During the year 1936 the Attendance Branch of the Department dealt with the enforcement of The School Attendance Act and the operation of schools throughout the Province.

The number of preliminary letters sent to parents during the year was 1,714, and the following table indicates the results of these preliminary letters:

Returned	1,332
Not returned	112
Sick	37
Dismissed for midsummer examinations	7
Removed from the district	42
Poverty or lack of clothing	14
Distance and road conditions	8
District or roads flooded	6
Weather	9
School closed	2
Over age	7
Being taught at home (Correspondence lessons)	3
Mentally deficient	1
Exempted for work at home	1
Not residing in school district but attending the school of an organized district	1
Outstanding at end of 1936	132

The number of "Warning Notices" issued during the year was 652, and the following table indicates the results of these "Warning Notices":

Returned	464
Not returned	82
Sick	10
Removed from the district	21
Lack of clothing	6
Weather unfavourable or roads flooded	6
School closed	2
Over age	7
Exempted for work at home	1
Grade IX not authorized to be taught	1
Distance	1
Outstanding at the end of 1936	51

There were 100 cases referred to school inspectors for investigation and prosecution. The following table indicates the findings of the inspectors:

Convicted—fined or suspended sentence	10
Cases heard and adjourned	2
Cases heard before heads of Hutterite colony	2
No action:	
Removed	1
Poverty	13
Children returned to school	5
Sickness	3
Over age	1
No road	1
Grade IX not authorized to be taught	2
Distance	1
Parent mentally deficient	1
Further attention	1
Outstanding	57

In the city and town schools The School Attendance Act was enforced by local attendance officers. The reports received from these officials indicate that during the year there were 141 "Warning Notices" issued by the attendance officers, resulting in eight prosecutions, six convictions and two dismissals.

The total number of work certificates granted in towns and cities during the year is shown by the reports to have been 44.

The average monthly percentage of attendance for the year ended June 30th, 1936, was 87.15. The average monthly percentage of attendance in town schools during the year for the months of actual operation was 90.77, and in the preceding year was 92.34. Returns from town, village and rural schools show that of the pupils enrolled 59.23 attended more than 160 days. For the previous year the corresponding percentage was 67.99. The decrease in percentage of attendance below that of the preceding year can be satisfactorily accounted for through the epidemic of infantile paralysis which prevailed in the Province in the December term of 1935 and the exceptionally severe weather which prevailed during the first three months of 1936.

The number of pupils enrolled in all grades during the year ended June 30th, 1936, was 167,193, while for the preceding year it was 167,954, a decrease of 761. In 1935 the percentages of enrolment are shown to have been 82.94 in the elementary grades and 17.06 in the secondary grades; while for 1936 the percentage of enrolment in the elementary grades is given as 82.46 and in the secondary grades as 17.54.

OPERATION

In practically all school districts having children of school age and school buildings to accommodate them, provision was made for the education of such children either by operation of a school in the district or under joint agreement providing for their education in one or more adjoining districts. Agreements for joint operation were made and approved to provide for the education of the children of 165 school districts throughout the year. In eight school districts an agreement for joint operation was made and approved for the June term of 1936 only, while in 13 school districts the agreements for joint operation were made and approved for the December term of 1936 only. In these cases where an agreement for joint operation was approved for one term only the school of the district operated for the other term. In the case of nine districts the arrangement made had not received approval at the end of the year, and in the case of one district providing for the education of their children in neighbouring schools for the June term of 1936 only, the arrangement made had not been approved at the end of the year.

In 24 school districts there were no children to be provided for and no liabilities to be met; consequently these districts have been, during the year, under The Educational Tax Act, the lands being liable for taxation to assist in general education throughout the Province, while in the case of one district under The Educational Tax Act having children of school age, arrangements were made for the education of these children in neighbouring schools. In 25 school districts there were no children of school age to be provided for, but because of liabilities these districts have not been placed under The Educational Tax Act. Four school districts were disorganized during the year 1936, while in the case of five school districts, we received no information regarding operation of a school. In 18 districts there was no building, and in three districts no provision was made for the children, but lessons were provided for these children by the Correspondence School of the Department. The above figures account for school districts which were organized before January 1st, 1936.

Forty new school districts were organized during the year, fourteen of which operated schools before the end of the year, while in 26 districts no buildings were available and no provision made up to the end of 1936.

The following table will indicate comparison between conditions during the year ended June 30th, 1935, and that which ended June 30th, 1936. It reveals the fact that the average monthly percentage attendance shows a decrease of 1.31% from the preceding year, the average monthly percentage of attendance being 87.15. Again it must be observed that the explanation for the decrease from the preceding year is accounted for through the severe epidemic of infantile paralysis in the December term of 1935 and the extreme weather which occurred during the first three months of 1936. The percentage of schools which operated more than 160 days shows a decrease of 3.40% from that of 1935, the percentage being 93.15. Out of a total of 3,492 schools which operated during the year, 3,333 operated more than 160 days.

	1935	1936
Total enrolment of pupils	167,954	167,193
Number of school districts operating	3,449	3,492
Number of rooms operating	5,815	5,783
Average monthly percentage of attendance	88.46	87.15
Percentage of total enrolment in High School Grades	17.06	17.54
Percentage of schools in operation which operated more than 160 days	96.55	93.15

REPORT OF THE SCHOOL-BOOK BRANCH

(W. H. NOBLE, *Manager*)

This is the Tenth Annual Report of the School-Book Branch, the Department having been established in April, 1926. It is interesting to note that the sale of Public and High School texts, library and reference books during the past ten years has amounted to \$1,450,414.36, according to figures taken from the yearly financial reports of the Provincial Auditor.

The past year's business has shown a considerable increase, in fact an increase of approximately 20 per cent., representing a gain of \$22,000 over the previous year's sales. This increase was due in part to the introduction of new readers for the public schools, a new text in mathematics for Grade VII, and a considerable drop in the sale of second-hand books.

During the year a complete catalogue was produced, including the latest supplementary readers, books of reference and titles suitable for school libraries. The catalogue contained all books referred to in any curriculum issued by the Department of Education, and is fully illustrated and descriptive of material recommended. A copy of this catalogue was mailed to every teacher in Alberta, and the Branch is satisfied with the business which has accrued therefrom. The teachers are also appreciative of the information contained therein, since while our stock was being assembled and the catalogue printed, great difficulty was experienced in procuring necessary material.

Our total business for the year amounted to \$128,373.84, covering the sale of books in all departments. We have business connections with three hundred dealers, located in every town, city and village in the Province, and our distribution is mainly through this channel.

Our policy includes the sale of books direct to school boards on the same terms as to the local merchant, providing they are willing to pass the saving thus brought about along to the student. Roughly, 700 school boards have taken advantage of this provision.

In the purchasing of stock for the year, \$88,828.97 was spent with Canadian publishers and only \$5,476.74 with publishers outside the Dominion, which represents slightly more than 6 per cent. of our expenditure, a percentage which is becoming less each year. The number of volumes which had to be obtained

to supplement our stock for the year was 235,220. The cost of bringing books into the Branch from the publishing centres was \$4,224.88, and the total weight of these shipments exceeded 60 tons.

The public of Alberta spent on new text-books during the past year a total of \$116,564, this calculation being based on the retail selling price, as set by the Branch. The number of volumes represented by this expenditure was 185,861.

A summary of the sales to students in the various grades is as follows:

Grade	Volumes	Amount
I-IV	19,198	\$ 7,575.35
V	20,766	9,358.15
VI	15,628	11,344.80
VII	36,635	21,718.60
VIII	2,715	1,269.70
Teachers' Manuals to Public School Readers, etc., 6,044 volumes, retail value \$6,406.05.		
IX	28,582	19,833.20
X	15,555	9,839.15
XI	13,341	6,486.65
XII	14,366	12,804.40
Dictionaries assorted, English, French and German, 4,574 volumes, retail value, \$2,299.55.		
Books for Commercial School students, 8,457 volumes, retail value \$7,628.40.		

This Branch is entirely self-supporting, meeting all charges of operation, such as salaries of staff, rent, insurance, interest charges payable to the Provincial Government on capital invested, and sundry expenses. It is the policy of the Government that the school-book business shall not be a revenue-producing agency. It is therefore the endeavour of the management that profits and overhead shall just balance, but usually there is a small surplus, which is credited to public revenue.

The mail order business with teachers for professional books shows a steady growth. Lists of outstanding books of special interest to the profession are sent out frequently. School boards are encouraged to purchase supplementary readers and books particularly suitable for the school library, but the continued circularizing of schools has not shown as gratifying an increase as other phases of our business, due presumably to the shortage of school board funds. The Department has a new school library policy under consideration. It is expected that this will result in many new books being available for children.

During the past year this Branch experimented with a Travelling Library scheme, with a view to stimulating a library movement. A special area north and south of Calgary, in which 234 school districts were contained, was selected for this experiment. A circular letter was forwarded to each district, outlining the plan. Under the scheme, the cost to each district was to be ten dollars per year. In return, the schools were to pool their present libraries and receive three selections of books during the year, each selection to be made up of approximately forty books. With each selection, entirely new books to the value of five dollars was to be included, whereby fifteen dollars' worth of outstanding new books would pass through each library each year. Approximately 15 per cent. of the districts immediately advised the Branch of their willingness to join up. The Branch engaged the services of an enthusiastic man to travel this area and encourage those school boards from whom we had received no acknowledgment to join in the experiment. As school districts joined up circuits of six schools were organized until eventually nineteen circuits were in operation. This, unfortunately, did not represent half of the schools in the area it was designed to serve. As a consequence of having to cover such a wide area and the difficulties of winter travel, the cost of the experiment became excessive and out of proportion to the value of the service rendered. While it

was demonstrated that such a service could be made of great value to the schools, it was felt that more study should be given the whole problem, in conjunction with existing libraries, and so the experiment was discontinued.

DISTRIBUTION OF FREE SCHOOL TEXTS

With the authorization of the new Highroads to Reading Series of readers for the use of Grades I to VI, inclusive, a new policy of distribution was established. The books are now the property of the school and not the pupil. This should mean, for a time, the replacement each year only of worn or damaged books or supplying additional copies when the enrolment increases.

The initial distribution took place this year and required the following number of copies to get the books established in the schools:

Primer	27,156
Book I	27,156
Book II	23,400
Book III	22,432
Book IV	22,359
Book V	26,546
Book VI	8,081

REPORT OF SCHOOL BUILDINGS BRANCH

(H. KINGHAM, *Building Inspector*)

School building work done during the year 1936 shows an increase in value of \$21,046.68 over that done during the year 1935.

Approved building projects, including new buildings, repairs and renewals, additions, barns, residences, etc., during 1936, were as follows:

STANDARD DEPARTMENTAL PLANS

Erected by voluntary effort, with in most cases a special grant of \$150.00:

	Quantity	Cost
Log plans	38	
Frame plans	6	
Erected by voluntary effort with partial capital expenditure:		
Frame plans	5	\$ 3,262.07
Residences, barns, etc.	3	596.45
Erected by regular contract:		
One-room schools:		
Log	1	380.75
SW-5, non-basement, low-cost frame design	2	2,349.95
SS-7, non-basement, low-cost frame design	1	1,080.00
CE-8, full basement, stucco	1	2,696.00
CS-14, full basement, siding	3	7,792.00
CW-18, full basement, stucco	1	2,673.00
Two-room schools:		
ES-24, part basement, siding	1	3,974.78
Barns and outbuildings	1	53.38

SPECIAL DEPARTMENTAL PLANS

Erected by regular contract:

One-room schools:		
Non-basement, frame	1	1,100.00
Full basement, stucco (rebuilding after fire)	1	1,804.00
One-room additions, frame	2	4,865.00
Other additions	12	6,786.30
Repairs and renovations	5	1,070.87
Residences, barns, etc.	2	747.85
Erected under special arrangements approved by Department:		
Two-room school, basement and science room	1	4,485.25
Three-room school, part basement	1	1,374.30
One-room addition	1	409.43

PLANS PREPARED OUTSIDE DEPARTMENT

One-room, full basement, stucco	3	\$ 7,370.00
Two-room, full basement, stucco	1	5,477.00
Six-room and auditorium, brick and tile	1	31,300.00
Rebuilding school damaged by fire	1	5,517.60
One-room addition, frame	1	1,400.00
Large addition (gymnasium, classroom, etc.)	1	11,027.00
Residences and barns	4	1,176.75
Alterations, repairs and small additions	6	613.85

SUMMARY

School buildings destroyed by fire	11	
Buildings erected by voluntary effort	44	
	Quantity	Cost
Schools erected partly by voluntary effort	5	\$ 3,262.07
One-room schools built by regular contract	14	27,245.70
Two-room schools built by regular contract	2	9,451.78
Large school built by regular contract	1	31,300.00
Large additions built by regular contract	2	16,544.60
Other additions, repairs, etc.	27	15,145.45
Residences, barns, etc.	10	2,574.43
Two-room school erected under special scheme	1	4,485.25
Three-room school erected under special scheme	1	1,374.30
Totals	63	<u>\$111,383.58</u>

REPORT OF THE DIRECTOR OF TECHNICAL EDUCATION

(W. G. CARPENTER)

The year 1935-36 has been quiet in the Technical Education Branch, although certain basal changes have been taking place which have much significance. The Director has had, as a major activity during the year, the interesting problem of supervising the curriculum changes being made in the programmes of the Technical Schools and the Commercial Schools. While the changes will not be so radical as those affecting the academic schools, still a careful survey has been made of each subject in the course that it may more definitely serve the purpose designed for it. Under the new scheme these schools will not receive pupils until they attain the Grade X level, and they will be graduated from these schools at the Grade XII level.

In both these types of schools English and Social Studies will be the same as in the Academic Schools.

In the Commercial School a wider range of options will be offered, although this type of specialized vocational school does not lend itself to wide generalities inasmuch as the graduates must be trained to a proficiency that makes them directly acceptable and useful in the commercial world. Of necessity a Commercial School must be more or less narrow in its outlook. A new feature of this programme will be the matriculation course leading to admittance to the Faculty of Commerce in the University. In this course commercial subjects such as Stenography and Typewriting will be substituted for the regular Science subjects in the general matriculation. This course is planned for those students who may wish to become teachers of commercial subjects in due course. Because the students will be a year older and will have had a year longer for their training, a better grade of commercial graduate may be expected for the future.

During the year a new Commercial school was opened at Red Deer.

Little change, excepting in minor details, will be made in the Technical School programme. As in the Commercial Schools, students will be a year older before they graduate. Much interest has been evidenced throughout the year in the practical aspects of education. The new Intermediate School programme, which offers options in a wide range of subjects, makes it possible to include expressive subjects such as General Shop and Home Economics. Many districts are inquiring the methods of procedure to secure such shops and are investigating the costs. Several have opened shops and equipped them, some elaborately. With an improvement in the financial status of school districts many shops will be put into operation.

A complete survey has been made of the qualifications of teachers, and changes have been suggested for the certification of teachers of practical subjects. Up to the present prospective teachers of shop subjects have had to attend American schools, where every courtesy and facility have been extended to Canadians. Now that there is looming up a need for more teachers of practical subjects, I believe the time has arrived when training courses should be offered within the Province. The logical place at which to initiate this work is the Provincial Institute of Technology and Art in co-operation with the Normal School. I think something should be started in this line in the fall of 1937. During the past two years teachers with professional training have enrolled in the Institute for practical tool using experience. A splendid training in making things is being given these young people, and a number of Alberta teachers have become qualified to teach shop subjects and have secured good positions in which they have done well. At present there are six enrolled, and the prospects for employment are excellent.

For the past two summers five weeks' courses have been offered teachers anticipating teaching General Shop and Home Economics. In 1936, 82 persons enrolled, 80 of which were certificated teachers. There were 37 females and 47 males. In all, eight courses were offered: Wood Work, Metal Work, Electricity, Motor Mechanics, Sewing, Foods and Nutrition, Drafting and Art Metal. A course consisted of three hours per day for 25 days. The enrolment in each course was as follows: Wood Work, 40; Machine Shop Practice, 14; Electric Shop, 17; Sewing, 31; Foods and Nutrition, 21; Motor Mechanics, 9; Drafting, 8; Art Metal, 14; total, 154. With this large plant in Calgary more or less idle during the summer time, with excellent facilities and with a demand for decentralization of summer school services, the time is ripe for material expansion in the summer programme of the Department of Education. I should like to suggest that the following services be offered beginning in the summer of 1937: Music, Art, Dramatics, Commercial courses, and practical shop courses in General Shop, Manual Arts and Home Economics, including Sewing.

In co-operation with the Extension Department of the University of Alberta, a three weeks' course in Fine Art was offered at Banff under the direction of Mr. H. G. Glyde, A.R.C.A. There were fifty enrolled. Inasmuch as Art is to take a prominent place in the new curriculum for Alberta schools, and there is a lack of definite leadership in this subject within the Province, I beg to suggest that there be secured an unquestioned authority in this subject, as it may be taught in schools, who may in the summer classes of 1937 give a direction that will be acceptable and necessary if this subject is to function as it should. The aid of funds from the Carnegie Foundation available in Alberta might be secured for this purpose.

The Technical Institute has felt the pinch of the times during the past year. Because of a curtailed budget it was necessary to close out the department of Prospecting and Geology. Excellent work has been done in this department from which many young men have secured good positions. Three are enjoying scholarships leading to mining engineering, the start having been made in this department. This department was closed in preference to others because it was one of the newest and the smallest number of persons was affected. It was a hardship to those entering the second year to cut them in the middle of their course, but it would have been expensive to have carried them.

The equipment of the Institute is beginning to show the results of use, and much of it is in need of renewing. There has been no vote for Capital Expenditures for four years, and the shops are lacking in equipment that students will be required to use when they enter industry. An expenditure of considerable

money is necessary to maintain the standard that should characterize an institution of this type.

ENROLMENT, 1935-36

	Day.	Evening.	Correspondence.	Total.
Aeronautics	45			45
Art	57	38	1	96
Auto Mechanics	112			112
Automotive Electricity	20			20
Building Construction	8			8
Chemistry	1			1
Diesel Engines	122			122
Drafting, Architectural	1			1
Drafting, Mechanical	1		1	2
Dressmaking and Millinery	53			53
Electricity	89			89
Geology and Prospecting	29			29
Machine Shop	17			17
Manual Training	3			3
Mining	7		53	60
Steam Engineering			91	91
Summer School (Calgary)	37			37
Summer School (Banff)	30			30
Welding (Oxy-Acetylene)	103			103
Welding (Electric)	13			13
Totals	748	38	146	932

An excellent spirit is maintained in the student body. Young men are again being absorbed into industrial life, and the future looks brighter. If business approximates the proportions it assumed in 1929, there will be a dearth of skilled workmen, which condition should be anticipated. This phase of social life should not be neglected, and now is the time to prepare for the heavy responsibility this institution will be called upon to bear within the near future. The quality of the young people attending the Institute is improving, and in many respects the year just closed is one of the best in the history of the Institute.

GENERAL STATISTICS

(I. V. HALL, *Statistician*)

The following statistics have been compiled from information received from teachers, secretaries of school districts and official auditors:

During the year 1935-36, there were 5,873 rooms or departments in operation in 3,492 school districts with an enrolment of 167,193. Of this enrolment, 54,485 were in the rooms of 58 city and town schools, 5,990 in 18 separate schools, and 41,901 in the rooms of other graded schools, as compared with 54,696 in city and town, 5,910 in separate schools and 40,533 in other graded schools in 1934-35. There were 6,834 pupils in 224 rooms in 61 consolidations. The number of pupils in rural graded schools, 19,041. There were 64,817 pupils in 2,962 one-room schools.

The number of secondary grade rooms, including Commercial and Technical, was 715, being an increase of 30 over the previous year. The number of rooms in graded schools in which both elementary and secondary grade work was conducted was 350, being an increase of 27 over last year.

During the year 93.15% of the schools in operation operated over 160 days, and the average number of days schools were in operation was 178.84. The average monthly percentage of attendance was 87.15% of the monthly enrolment. The increase in the upper grades as compared with the lower grades since 1912 (the year in which the 12 grade system was introduced) may be seen in the following table:

DEPARTMENT OF EDUCATION

PERCENTAGE OF ENROLMENT

Year	Grade I	Grades IX to XII	Grades VII to XII
1912	32.24	3.92	14.65
1913	32.08	4.09	14.50
1914	29.86	4.44	15.51
1915	25.54	5.38	17.19
1916	25.14	5.81	18.06
1917	24.87	5.62	18.45
1918	25.41	6.22	19.42
1919	26.05	6.52	20.39
1920	24.93	6.74	21.31
Jan.-June 1921	25.24	6.04	18.94
1921-1922	22.81	7.53	21.26
1922-1923	20.87	8.29	22.73
1923-1924	19.51	9.13	23.39
1924-1925	18.23	9.95	24.23
1925-1926	17.68	9.60	24.82
1926-1927	17.74	10.68	25.94
1927-1928	17.57	11.44	26.90
1928-1929	16.97	11.78	27.60
1929-1930	16.25	12.66	28.79
1930-1931	15.13	14.38	30.56
1931-1932	14.01	16.53	32.42
1932-1933	13.49	17.13	33.61
1933-1934	13.42	17.58	34.56
1934-1935	13.61	17.06	34.76
1935-1936	14.17	17.54	35.20

The percentage of pupils enrolled in Grade I in the year 1936 increased .56% over the previous year, while the percentage of pupils from Grade VII to XII has increased .44%. The percentage of enrolment of secondary grade pupils compares favourably with that of the other provinces of Canada. The percentage distribution by grades of pupils leaving school at the age of 15 years, since 1919, is as follows:

Year	Grades											
	I	II	III	IV	V	VI	VII	VIII	IX	X	XI	XII
1919	2.20	2.30	2.20	4.80	7.70	12.90	29.10	26.60	8.40	3.10	2.00	.40
1920	.91	1.21	2.06	4.23	7.04	13.20	17.10	29.98	12.14	5.92	3.41	2.80
Jan.-Jun. 1921	1.12	1.05	3.92	6.09	9.91	16.84	19.16	33.55	6.65	1.47	.24	
1921-1922	1.14	1.61	3.59	7.02	11.28	16.52	19.29	29.79	6.59	2.34	.81	.02
1922-1923	1.08	1.01	3.99	5.62	8.68	13.08	18.97	28.50	11.90	4.59	2.18	.40
1923-1924	.54	.90	2.46	3.36	5.47	9.06	20.94	32.87	14.48	7.36	2.47	.07
1924-1925	.39	.81	2.13	3.65	6.33	8.57	20.45	34.94	12.60	7.19	2.84	.10
1925-1926	.15	.35	1.16	2.10	6.65	10.21	17.24	34.89	15.20	10.53	1.46	.26
1926-1927	.16	.19	.45	1.85	4.97	11.50	18.71	33.22	17.25	8.08	3.46	.16
1927-1928	.10	.20	.65	2.60	6.18	9.79	20.36	31.60	17.50	8.62	2.30	.10
1928-1929	.09	.17	.56	1.22	5.74	8.78	21.64	32.09	18.11	9.99	1.55	.06
1929-1930	.09	.13	1.02	1.69	6.78	8.86	21.23	33.62	17.96	6.58	1.95	.09
1930-1931	.13	.13	1.07	1.79	7.35	8.81	21.62	34.10	17.14	5.98	1.79	.09
1931-1932	.09	.31	.72	1.63	6.53	9.17	19.05	34.55	17.13	7.88	2.79	.15
1932-1933	.06	.18	.54	1.70	5.05	9.29	19.22	36.13	18.38	6.64	2.39	.42
1933-1934	.08	.11	.42	1.78	4.94	9.19	18.68	35.89	20.01	5.96	2.43	.51
1934-1935	.08	.08	.33	1.85	4.92	10.96	17.46	33.93	20.47	6.52	2.86	.54
1935-1936	.05	.10	.20	1.99	5.26	10.53	15.55	34.33	21.21	7.77	2.45	.46
Average for 18 yrs.	.47	.60	1.52	3.05	6.71	10.96	19.82	32.79	15.18	6.47	2.18	.37

The average number of days of operation in ungraded schools was 187.32 and in graded schools 190.58. The policy of paying assessment grants in advance has undoubtedly assisted in the operation of ungraded schools. In the ungraded schools pupils attended on an average of 139.99 days and in graded schools 155.65 days. In 1926 the cost of operation per pupil per day was .421 cents and in 1936, .364 cents, a decrease of 14%. In the same years the percentage proportionate of total attendance has increased from 73.69 in 1926 to 79.38 in 1936, an increase of 7.72%. One important factor in the decreased cost of operation is the general lowering of teachers' salaries.

In the year 1935 there were 5,815 rooms in operation and 5,911 teachers employed, while in 1936 there were 5,873 rooms in operation and 6,001 teachers employed.

TABLE 1
CLASSIFICATION OF PUPILS

Grades	No. of Pupils June 30, 1926	Percent. of Enrolment	No. of Pupils June 30, 1935	Percent. of Enrolment	No. of Pupils June 30, 1936	Percent. of Enrolment
I	26,611	17.68	22,866	13.61	23,689	14.17
II	18,228	12.11	17,277	10.29	17,154	10.26
III	18,988	12.61	17,463	10.39	17,022	10.18
IV	17,939	11.92	17,504	10.42	16,835	10.07
V	16,893	11.22	17,553	10.45	17,201	10.29
VI	14,518	9.65	16,918	10.08	16,437	9.83
VII	11,917	7.92	15,780	9.40	15,314	9.16
VIII	10,979	7.29	13,945	8.30	14,216	8.50
IX	6,530	4.34	10,389	6.19	10,695	6.34
X	4,463	2.96	8,124	4.84	8,585	5.14
XI	2,467	1.64	6,223	3.70	5,914	3.59
XII	993	.66	3,912	2.33	4,131	2.47
Totals	150,526	100.00	167,954	100.00	167,193	100.00
Elementary Grades	136,073	90.40	139,306	82.94	137,868	82.46
Secondary Grades	14,453	9.60	28,648	17.06	29,325	17.54

In the totals for 1926, Private School pupils are included, but are not in the totals for 1935 and 1936. The percentage of pupils in Secondary Grades has increased .48%.

TABLE 2
COMPARATIVE STATEMENT OF ATTENDANCE AND CLASSIFICATION OF PUPILS
IN GRADED AND UNGRADED SCHOOLS

	Graded Schools	Ungraded Schools
Number of pupils enrolled	102,376	64,817
Aggregate days attendance of pupils	15,935,116.5	9,073,877.5
Daily average attendance of pupils	84,498.57	48,226.61
Percentage of attendance of total enrolment	82.54	74.40
Average number of days attended per pupil	155.65	139.99
Average length of school year	190.58	187.32
Classification: Grade I	12,086	11,603
Grade II	9,567	7,587
Grade III	9,262	7,760
Grade IV	9,433	7,402
Grade V	9,618	7,583
Grade VI	9,466	6,981
Grade VII	8,985	6,329
Grade VIII	8,650	5,566
Grade IX	7,969	2,726
Grade X	7,577	1,008
Grade XI	5,653	261
Grade XII	4,110	21
Total Attendance	1002,376	64,817

The percentage of attendance and the length of school years have decreased this year, as compared with the previous year. This may be attributed to an epidemic that swept the Province in the fall of 1935 and to the severe cold weather in the winter of 1936. Ungraded schools are one-room schools and are for the most part rural.

DEPARTMENT OF EDUCATION

TABLE 3
AVERAGE AGE OF PUPILS

Grade I	7.1
Grade II	8.1
Grade III	9.2
Grade IV	10.3
Grade V	11.4
Grade VI	12.5
Grade VII	13.7
Grade VIII	14.5
Grade IX	15.6
Grade X	16.6
Grade XI	17.6
Grade XII	18.5

TABLE 4

Ages	Total No. of Pupils	Percentage of Enrolment
5 years and under	294	.17
6 years	7,351	4.40
7 "	14,914	8.92
8 "	15,531	9.29
9 "	14,980	8.96
10 "	15,735	9.41
11 "	15,919	9.52
12 "	15,767	9.43
13 "	16,411	9.82
14 "	15,962	9.54
15 "	13,686	8.19
16 "	8,192	4.90
17 "	5,380	3.22
18 "	3,692	2.21
19 "	2,050	1.22
20 "	786	.48
21 years and over	543	.32
Total	167,193	100.00

Of the pupils enrolled, 12.35% are over the compulsory age limit of 15 years.

TABLE 5
DISTRIBUTION OF PUPILS BY SEX, GRADE AND AGE LAST BIRTHDAY—ACADEMIC SCHOOL YEAR ENDED JUNE 30th, 1936
(July 1st, 1935, to June 30th, 1936)

Grade	Sex	5 yrs. and under	6 yrs.	7 yrs.	8 yrs.	9 yrs.	10 yrs.	11 yrs.	12 yrs.	13 yrs.	14 yrs.	15 yrs.	16 yrs.	17 yrs.	18 yrs.	19 yrs.	20 yrs.	21 yrs.	*Tot.
Grade I	Boys	139	3653	5375	1981	642	239	101	58	36	18	9	2	1	1				12254
Grade II	Boys	155	3524	5089	1785	509	195	82	37	30	15	8	2	1	2				11435
	Girls		75	2016	3738	1717	705	244	126	61	24	11	3	1	1				8722
Grade III	Boys		97	2145	3683	1477	680	186	85	42	20	12	3	1	1				8432
	Girls		1	127	1804	3315	1861	868	345	142	75	22	3	1	1				8565
Grade IV	Boys		1	161	2155	3267	1645	707	309	125	62	17	4	1	1		1		8457
	Girls		1	1	185	1654	3147	1799	958	464	158	83	12	8	1				8471
Grade V	Boys			196	1975	3129	1642	832	371	129	502	219	38	9	1		1		8364
	Girls			3	207	1906	3080	1697	922	481	197	42	6	1	1				8656
Grade VI	Boys			12	201	1685	2740	1833	1142	561	84	27	15	3	1				8545
	Girls			13	286	1872	2922	1641	907	414	69	15	3	1	1				8293
Grade VII	Boys			9	245	1579	2785	1622	886	162	32	14	4	2	7				8144
	Girls			7	271	1745	2651	1622	886	162	32	14	4	2	7				7727
Grade VIII	Boys			11	191	1832	2772	1594	470	222	5	3	1	1	5		3		7337
	Girls			10	270	1866	2772	1594	470	222	5	3	1	1	5		2		7078
Grade IX	Boys			12	304	1652	2087	910	332	141	27	14	12	5491	52	19	19		5204
	Girls			14	188	1066	1283	721	341	285	82	56	4046	12	12	14	12		5491
Grade X	Boys			242	1252	1566	617	409	273	95	82	56	4046	12	12	14	12		5491
	Girls			17	140	595	892	555	284	115	52	52	2650	115	52	52	52		4539
Grade XI	Boys			21	242	873	1109	658	164	131	65	3264	131	65	3264	131	65		3264
	Girls			1	14	126	465	582	394	153	126	1861	153	126	1861	153	126		1861
Grade XII	Boys			18	174	510	737	529	162	140	2270								2270
Totals by Sex	Boys	139	3729	7519	7709	7532	7887	8069	7857	8238	8039	6882	3909	2630	1711	1044	377	256	83527
	Girls	155	3622	7395	7822	7448	7848	7850	7910	8173	7923	6804	4283	2750	1981	1066	409	287	83666
*Grand Totals		294	7351	14914	15531	14980	15785	15919	15767	16411	15962	13686	8192	5380	3692	2050	786	543	167193
Began Grade I during the year	Boys	139	3602	4582	1433	507	192	80	42	21	8	5	1	1	1				10613
	Girls	155	3486	4342	1273	390	155	60	21	18	8	4	1	1	1			1	9916
Repeated Grade I from last year	Boys		51	793	548	135	47	21	16	15	10	4	1	1					1641
	Girls		38	747	512	119	40	22	16	12	7	4	1	1					1519

TABLE 5a. GRAPH I.

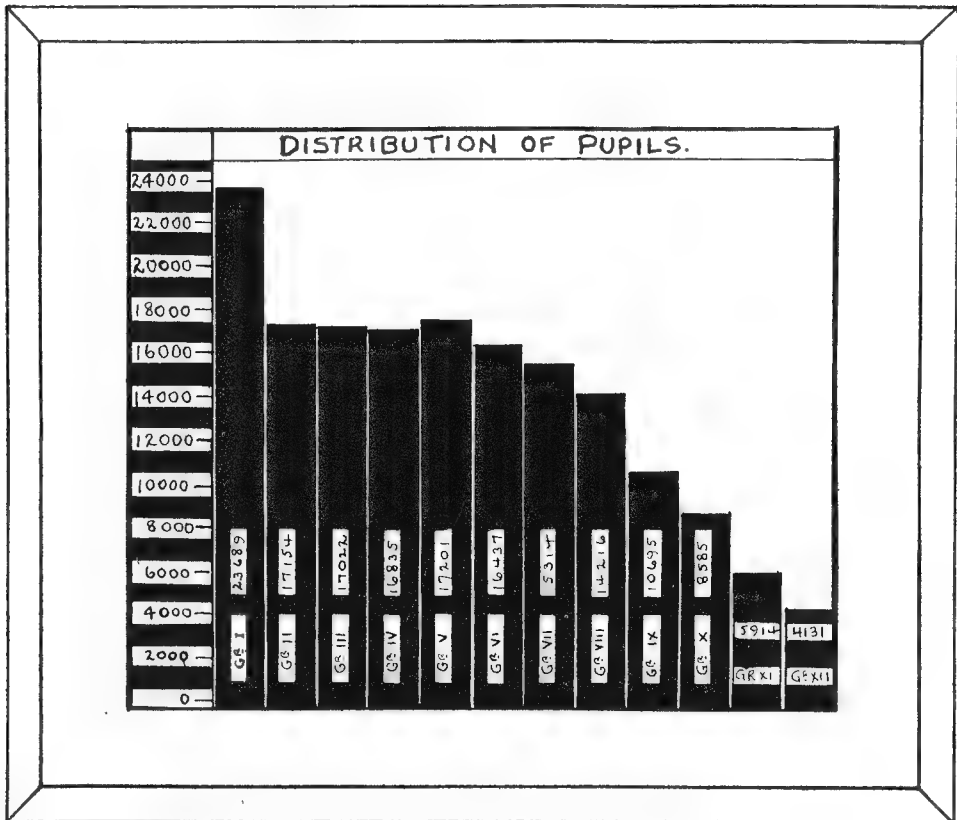


TABLE 6
TABLE SHOWING NUMBER AND PERCENTAGES IN EACH GRADE, UNDER AGE,
NORMAL AND OVER AGE

	Number in each Grade			Total in each Grade	Percent. in each Grade		
	Under Age	Normal	Over Age		Under Age	Normal	Over Age
Grade I	294	17,641	5,754	23,689	1.24	74.47	24.29
Grade II	172	11,582	5,400	17,154	1.00	67.52	31.48
Grade III	290	10,541	6,191	17,022	1.70	61.92	36.38
Grade IV	382	9,905	6,548	16,835	2.27	58.83	38.90
Grade V	403	9,827	6,971	17,201	2.34	57.13	40.53
Grade VI	512	9,219	6,706	16,437	3.11	54.87	42.02
Grade VII	532	8,960	5,822	15,314	3.47	58.51	38.02
Grade VIII	482	9,025	4,709	14,216	3.39	63.48	33.13
Grade IX	594	7,035	3,066	10,695	5.55	65.96	28.49
Grade X	465	5,167	2,953	8,585	5.42	60.18	34.40
Grade XI	421	3,469	2,024	5,914	7.12	58.83	34.05
Grade XII	333	2,294	1,504	4,131	8.06	55.52	36.42
Totals	4,880	104,665	57,648	167,193	2.92	62.60	34.48

This is a recapitulation of Table 5. Pupils lose a great number of days even when schools are in operation as is shown in Table 22.

TABLE 7

The following is the number of pupils leaving school at the age of 15 years:

Grade I	2
Grade II	4
Grade III	8
Grade IV	77
Grade V	204
Grade VI	408
Grade VII	603
Grade VIII	1,331
Grade IX	826
Grade X	301
Grade XI	95
Grade XII	18
Total	3,877

This is an increase over last year.

TABLE 8

The following is the percentage of the total enrolment leaving school at the age of 15 years:

Grade I	.001
Grade II	.002
Grade III	.005
Grade IV	.04
Grade V	.12
Grade VI	.24
Grade VII	.42
Grade VIII	.79
Grade IX	.49
Grade X	.18
Grade XI	.06
Grade XII	.01
Total	2.358

TABLE 9

The following is the percentage of the total leaving school at the age of 15 years:

Grade I	.05
Grade II	.10
Grade III	.20
Grade IV	1.99
Grade V	5.26
Grade VI	10.53
Grade VII	15.55
Grade VIII	34.33
Grade IX	21.31
Grade X	7.77
Grade XI	2.45
Grade XII	.46
Total	100.00

TABLE 10

The following is the percentage of each grade leaving school at the age of 15 years:

Grade I	.01
Grade II	.02
Grade III	.05
Grade IV	.46
Grade V	1.19
Grade VI	2.48
Grade VII	3.93
Grade VIII	9.36
Grade IX	7.72
Grade X	3.50
Grade XI	1.61
Grade XII	.43

TABLE 11

TABLE SHOWING ATTENDANCE OF PUPILS MONTH BY MONTH DURING THE
YEAR JULY 1st, 1935—JUNE 30th, 1936

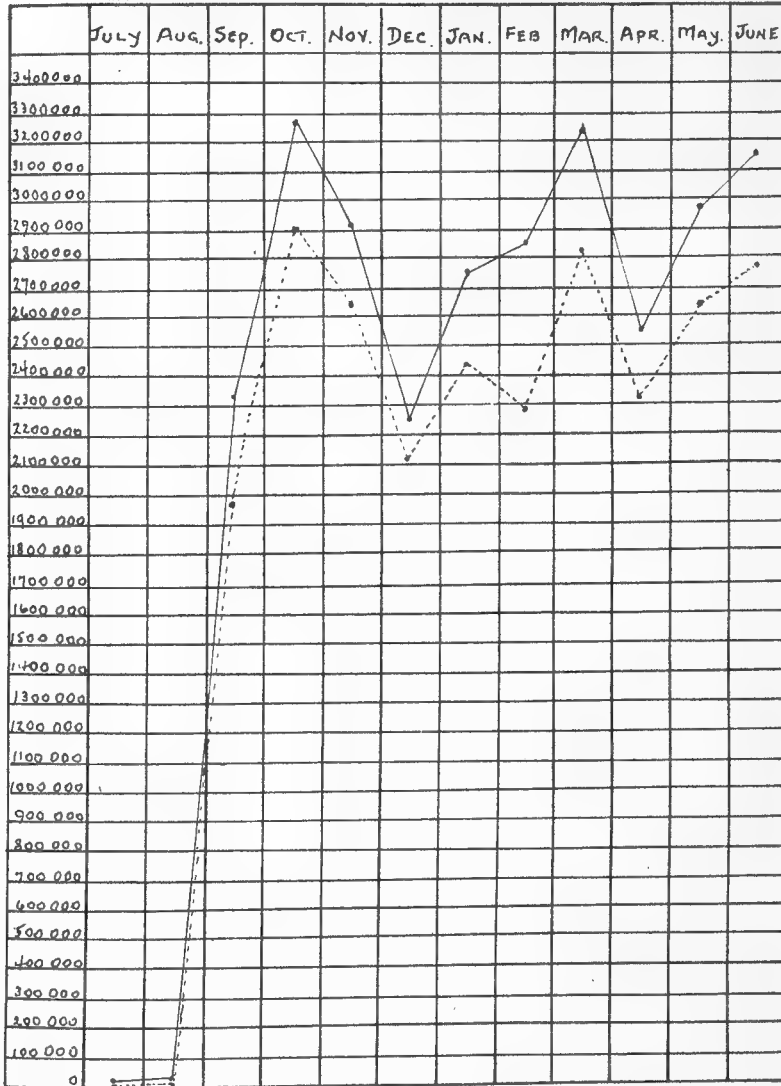
Month	Possible Aggregate	Actual Aggregate	Percentage of Attendance per Month
July	34,286	28,746	83.84
August	77,150	64,947	84.18
September	2,339,606	1,990,043	85.06
October	3,287,648	2,902,475	88.32
November	2,916,990	2,657,467	91.11
December	2,277,324	2,119,529	93.07
January	2,773,851	2,447,321	88.22
February	2,862,234	2,290,103	80.02
March	3,248,834	2,833,414	87.21
April	2,545,169	2,213,452	86.97
May	2,990,206	2,661,577	89.01
June	3,154,478	2,799,920	88.75
Average Monthly Percentage of Attendance			87.15

The average monthly percentage of attendance shows a decrease of 1.31% from last year. An epidemic that swept the Province in September and the severe cold weather in February are largely responsible for this decrease. Week by week records would be of more value than the monthly ones, but would be very difficult to secure.

TABLE 12

GRAPH 2.

DIAGRAM SHOWING COMPARISON BETWEEN POSSIBLE
AGGREGATE ATTENDANCE & ACTUAL AGGREGATE
ATTENDANCE SHOWING VARIATION BY MONTHS



POSSIBLE AGGREGATE IN BLACK LINE ——— ACTUAL AGGREGATE IN DOTTED LINE - - - - -

DEPARTMENT OF EDUCATION

TABLE 13
SCHOOL DISTRICTS

School districts in existence Dec. 31st, 1935, including the units in consolidation	3,734
Number of consolidations in existence, Dec. 31st, 1935	61
Number of school district units in consolidation, Dec. 31st, 1935	199
Number of school districts established in 1936	40
Number of school districts dissolved in 1936	3
Number of consolidations dissolved in 1936	1
Number of school districts in Province, Dec. 31st, 1936, including the units in consolidation	3,771
Number of consolidations in Province, December 31st, 1936	60
Number of school district units in consolidation Dec. 31st, 1936	197
Number of rural high schools in existence, Dec. 31st, 1936	17
Number of units in rural high schools, Dec. 31st, 1936	81
Number of school divisions erected in 1936	11
Number of units in school divisions, Dec., 1936	754

To obtain the number of schools that could operate, deduct the number of units in consolidations from the number of school districts in the Province, December 31st, 1936, and add the 60 consolidations. The rural high schools could also be added, as they are districts within districts. The 11 school divisions, though erected in 1936 did not commence operating as divisions till early in 1937.

TABLE 14
ATTENDANCE OF PUPILS

Number of pupils attending school during the year	167,193
Number of boys	83,527
Number of girls	83,666
Total aggregate attendance for the year	25,008,994
Total average attendance for the year	132,725.18

The average number of pupils enrolled per room was 28.5, a decrease of .3 from the previous year. The average attendance of pupils per room was 22.6, a decrease of .8 from the previous year.

TABLE 15
PERIOD OF ATTENDANCE OF PUPILS DURING THE YEAR IN CITY, TOWN,
VILLAGE AND RURAL SCHOOLS

Period of Attendance	City and Town	Village	Rural	Total
Less than 20 days	824	373	2,061	3,258
Between 20 and 39 days	1,118	595	3,908	5,621
Between 40 and 59 days	1,200	587	3,309	5,096
Between 60 and 79 days	1,072	458	2,552	4,082
Between 80 and 99 days	1,149	475	2,753	4,377
Between 100 and 119 days	1,750	721	4,564	7,035
Between 120 and 139 days	3,026	1,211	7,373	11,610
Between 140 and 159 days	9,205	2,985	14,540	26,730
Between 160 and 179 days	29,195	8,016	26,081	63,292
Between 180 and 199 days	11,936	7,433	16,596	35,965
200 days and over		6	121	127
Totals	60,475	22,860	83,858	167,193

Of the pupils enrolled, 59.23% attended over 160 days—a decrease of 8.76% from the previous year.

TABLE 16
TABLE SHOWING ATTENDANCE IN TOWN SCHOOLS DURING THE YEAR 1936

School	Enrolment	Average Attendance	Av. Monthly Percentages
St. Albert	162	123.14	83.9
Edmonton	16,593	14,292.72	92.1
Calgary	15,696	12,988.09	88.1
Thibault	202	173.39	93.1
Macleod	313	278.88	94.0
Lethbridge	2,502	2,150.03	91.6
Medicine Hat	2,116	1,785.42	90.7
Fort Saskatchewan	218	185.36	91.8
National Park	410	327.55	90.2
Gleichen	195	157.94	87.3
Red Deer	725	591.87	90.8
Pincher Creek	229	189.02	90.7
High River	345	295.48	91.7
Okotoks	183	156.40	90.9
Innisfail	340	257.38	87.1
Olds	385	306.63	85.7
Lacombe	445	343.30	89.3
Wetaskiwin	496	416.14	92.1
Leduc	305	259.20	92.0
Ponoka	386	328.65	91.3
Cardston	605	500.01	88.5
Magrath	481	388.88	90.4
Blairmore	460	385.90	92.7
Didsbury	255	208.82	87.2
Raymond	767	669.81	88.0
Claresholm	353	304.29	92.2
Athabasca	193	147.20	89.5
Irvine	80	64.01	94.3
Taber	530	437.07	90.7
Stavely	129	110.04	90.7
Coleman	648	564.36	93.3
Gratum	81	71.64	94.6
Camrose	662	559.04	90.6
Vermilion Centre	399	326.03	90.6
Stettler	360	291.89	89.7
New Vegreville	499	408.69	90.6
Daysland	151	123.64	92.3
Strathmore	154	123.71	88.1
Wainwright	287	233.85	91.0
Hardisty	168	141.78	92.0
Vulcan	334	274.85	89.2
Tofield	202	168.29	89.0
Carmangay	94	83.02	91.4
Brooks	236	184.56	89.7
Bassano	174	151.16	92.4
Castor	145	116.49	91.1
Youngstown	70	57.41	90.9
Redcliffe	245	215.25	92.0
Beverley	244	207.88	90.1
Edson	474	396.86	90.2
Coronation	192	166.76	94.0
Drumheller	1,291	1,078.56	91.0
Grande Prairie	347	288.97	91.4
Big Valley	184	154.21	90.6
Peace River	250	201.25	91.4
Hanna	385	321.08	93.1
Three Hills	236	185.78	84.4
Grouard	178	141.21	96.9
Calgary R. C. S.	1,582	1,302.67	87.7
Edmonton R. C. S.	2,718	2,243.20	91.3
Holy Cross R. C. S.	32	26.58	90.9
Lethbridge R. C. S.	562	492.22	92.5
Sacred Heart R. C. S.	54	46.67	90.8
St. Martin's R. C. S.	120	102.82	91.9
North Red Deer R. C. S.	108	82.20	87.5
St. Michael's R. C. S.	116	93.18	95.9
St. Louis R. C. S.	97	84.39	93.2
Theresetta R. C. S.	63	48.26	85.0
St. Joseph's R. C. S.	79	69.09	93.6
Wainwright R. C. S.	125	102.34	93.0

Average of monthly percentages of town schools during the year for the months actually operated was 90.77. This is a decrease of 2.07 from last year.

TABLE 16a
DISTRIBUTION OF PUPILS IN SECONDARY GRADES BY SUBJECTS OF
INSTRUCTION, IN TOWN SCHOOLS

Course and Subject	Grade IX		Grade X		Grade XI		Grade XII		Totals by Sex		Grand Totals
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	
Academic:											
Algebra	1844	1991	1335	1513	340	359	809	814	4328	4677	9005
Arithmetic and Mensuration	16	26	40	67	961	1340	121	202	1138	1635	2773
Biology				1	18	14	451	657	469	672	1141
Chemistry			10	9	1045	1177	797	751	1852	1937	3789
English Composition	2093	2117	1787	1874	1015	1307	739	880	5634	6178	11812
English Grammar	246	396	280	432	711	1010	93	118	1330	1956	3286
English Literature	2232	2288	1644	1860	1315	1582	827	1049	6018	6779	12797
French	1363	1571	1097	1109	570	715	487	586	3517	3981	7498
General Science	2119	2147	263	171	58	14		1	2440	2333	4773
Geography		5	89	114	702	894	77	100	868	1113	1981
Geometry	1623	1672	1000	943	409	650	93	152	3125	3417	6542
German	17	22	28	17	36	34	27	15	108	88	196
History of Literature							65	308	65	308	373
History, Ancient	1827	2089	42	43	1	4			1870	2136	4006
History, British	20	21	1408	1715	84	61	11	14	1523	2811	3334
History and Civics (Canadian)			25	28	995	1231	103	115	1123	1374	2497
History, Modern			21	19	23	16	574	702	618	737	1355
Latin	96	139	651	753	419	555	340	340	1506	1787	3293
Physics	43	32	1281	1347	161	282	690	509	2175	2170	4345
Trigonometry	...	...			28	17	892	911	920	928	1848
Commercial:											
Business English	93	237	171	317	22	87			286	641	927
Book-keeping	36	86	304	640	38	147	22	36	400	909	1309
Penmanship	62	175	109	210					171	385	556
Business Law			44	4	51	157			95	161	256
Commercial History			28	62					28	62	90
Stenography	163	410	268	663	27	167	31	52	489	1292	1781
Spelling	74	193	115	233					189	426	615
Typewriting	189	416	327	685	39	68	32	53	587	1222	1809
Technical and Special:											
Electricity	120		76		16				212		212
Agriculture	9	6	125	228	141	157	22	30	297	421	718
Tech. Mathematics	199	57	143						342	57	399
Art	37	56	307	457	109	190	66	87	520	790	1310
Dressmaking		86		18						104	104
Domestic Science		284	...	42		20				346	346
Technical Drawing	235		94						329		329
Physical Culture	1057	1066	805	644	359	381	270	288	2491	2379	4870
Woodwork	108		60						168		168
Military Drill	64	74	62	69	5				131	143	274
Industrial History			101	31					101	31	132
Music	227	244		4		3		3	227	254	481
Commercial Math.	90	241	98	130					188	371	559
Mechanical Drawing and Design	210	65	2	38		1			212	104	316
Metals	162		78		8				248		248
Manual Training	169								169		169
Motor Mechanics	138		61		7				206		206
Commercial French	21	102		47					21	149	170

PUPILS IN SECONDARY CLASS-ROOMS BY SEX, GRADE AND AGE

Grade	Sex	10 yrs.	11 yrs.	12 yrs.	13 yrs.	14 yrs.	15 yrs.	16 yrs.	17 yrs.	18 yrs.	19 yrs.	20 yrs.	21 yrs. or over	Tot.
Grade IX	Boys			3	80	595	860	579	232	70	40	10	6	2475
	Girls			6	94	722	926	555	203	65	14	8	4	2597
Grade X	Boys				3	76	526	798	434	250	160	75	41	2363
	Girls				5	134	618	843	476	259	152	62	52	2601
Grade XI	Boys					6	84	384	511	283	131	70	34	1503
	Girls					6	141	454	627	335	147	54	20	1784
Grade XII	Boys						11	55	338	471	294	149	88	1406
	Girls						8	104	449	555	294	121	74	1605
Totals by Sex	Boys			3	83	677	1481	1816	1515	1074	625	304	169	7747
	Girls			6	99	862	1693	1956	1755	1214	607	245	150	8587
Grand Totals				9	182	1539	3174	3772	3270	2288	1232	549	319	16334

TABLE 16b

STATISTICS OF PUPILS 15 YEARS OF AGE AND OVER WHO LEFT DURING
THE SCHOOL YEAR, 1935-36

	Totals
Number of pupils leaving to attend.	
Normal Schools	337
Universities and Institute of Technology and Art	319
Business Colleges	345
Other Schools	2,580
Number of pupils who left the district (not included above)	2,347
Number who died	94
Number permanently at home owing to ill-health	366

NUMBER AT WORK

Grades	VII and under	VIII	IX	X	XI	XII	Voc.	Tot.
Girls—								
At home	698	749	666	444	331	234	8	
In domestic service	78	84	68	49	52	44	1	
In shops and offices	1	2	14	60	67	43	1	
In factories	3	5	7	2	10	2		
Learning a trade		6	12	19	16	43		
In other occupations, such as delivering messages, etc.	4	5	4	12	17	24	2	
In occupations not known	11	19	48	35	44	89	1	
Totals	795	890	819	621	537	479	13	4,134

Boys—								
At home (farming, etc.)	953	956	604	370	211	175	1	
In shops and offices as clerks	3	11	31	48	69	94	1	
In factories, mines, etc.	4	6	12	17	15	14	2	
Learning a trade	8	20	28	28	36	32	3	
In other occupations, such as messengers, delivery boys, etc.	20	43	52	46	35	25		
In occupations not known	25	34	68	74	62	99	1	
Totals	1013	1070	795	583	428	439	8	4,336

NUMBER NOT AT WORK

Girls	70	109	115	106	65	76	1	
Boys	76	105	107	123	75	84		
Totals	146	214	222	229	141	160	1	1,113
Grand Total								15,971

TABLE 17

TABLE SHOWING THE NUMBER OF SCHOOLS IN OPERATION AND DAYS
ACTUALLY OPERATED DURING THE YEAR

Period of Operation	City and Town	Village	Rural	Total
Less than 20 days			1	1
Between 20 and 39 days			2	2
Between 40 and 59 days			4	4
Between 60 and 79 days			5	5
Between 80 and 99 days			2	2
Between 100 and 119 days			10	10
Between 120 and 139 days			16	16
Between 140 and 159 days			119	119
Between 160 and 179 days			312	327
Between 180 and 199 days	7	8	2,616	2,881
200 days and over	63	202	124	125
Totals	70	211	3,211	3,492

During the year 93.15% of the schools in operation, operated over 160 days. This is a decrease of 3.40% from the previous year.

TABLE 18

NUMBER OF SCHOOLS IN OPERATION AT JUNE 30th, 1935, AND JUNE 30th, 1936,
AND NUMBER OF DEPARTMENTS IN EACH

School Districts having:	Total Schools		Total Departments	
	June 30, 1935	June 30, 1936	June 30, 1935	June 30, 1936
1 Department	2,934	2,962	2,934	2,962
2 Departments	295	306	590	612
3 "	73	75	219	225
4 "	45	50	180	200
5 "	28	26	140	130
6 "	19	17	114	102
7 "	8	11	56	77
8 "	8	6	64	48
9 "	3	3	27	27
10 "	3	6	30	60
11 "	5	3	55	33
12 "	9	8	108	96
13 "	1	1	13	13
14 "	2	2	28	28
15 "	2		30	
16 "	1	3	16	48
17 "	1		17	
18 "	1	1	18	18
19 "	3	2	57	38
20 "		2		40
22 "		1		22
23 "	1		23	
32 "	1	1	32	32
47 "		1		47
48 "	1		48	
60 "	1	1	60	60
64 "		1		64
65 "	1		65	
72 "	1	1	72	72
391 "	1	1		391
394 "			394	
425 "	1		425	
428 "		1		428
Totals	3,449	3,492	5,815	5,873

TABLE 19—GRAPH 3

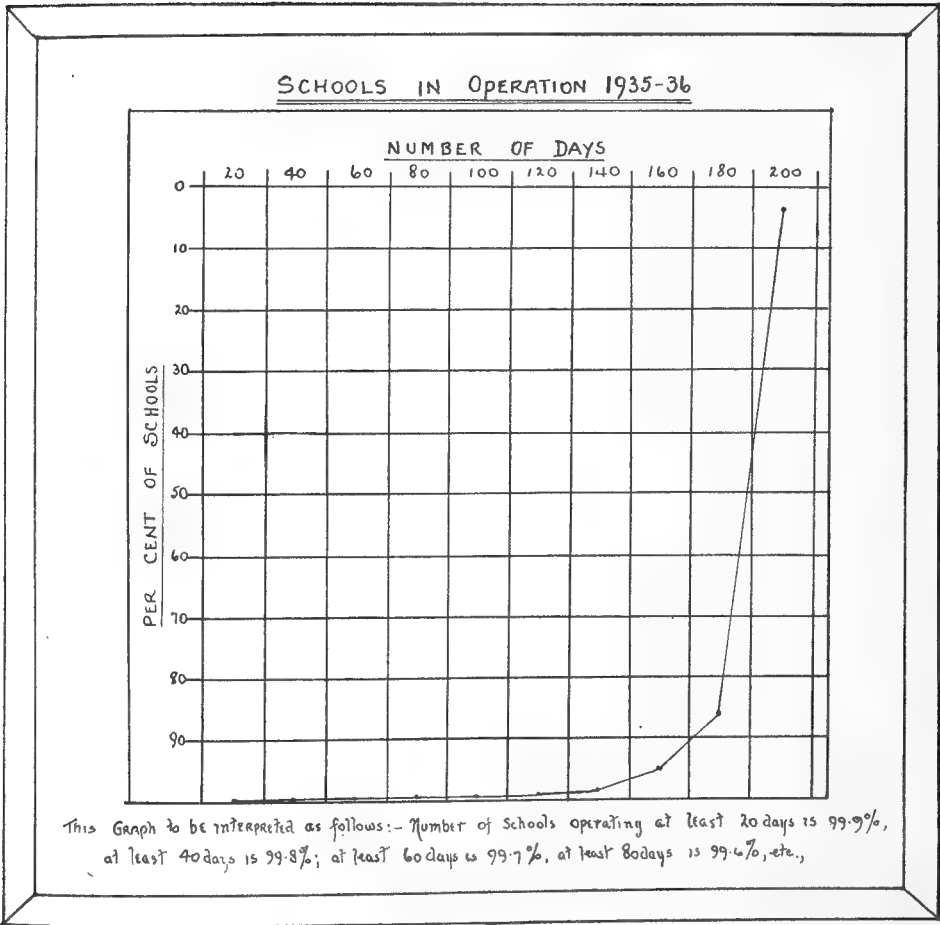
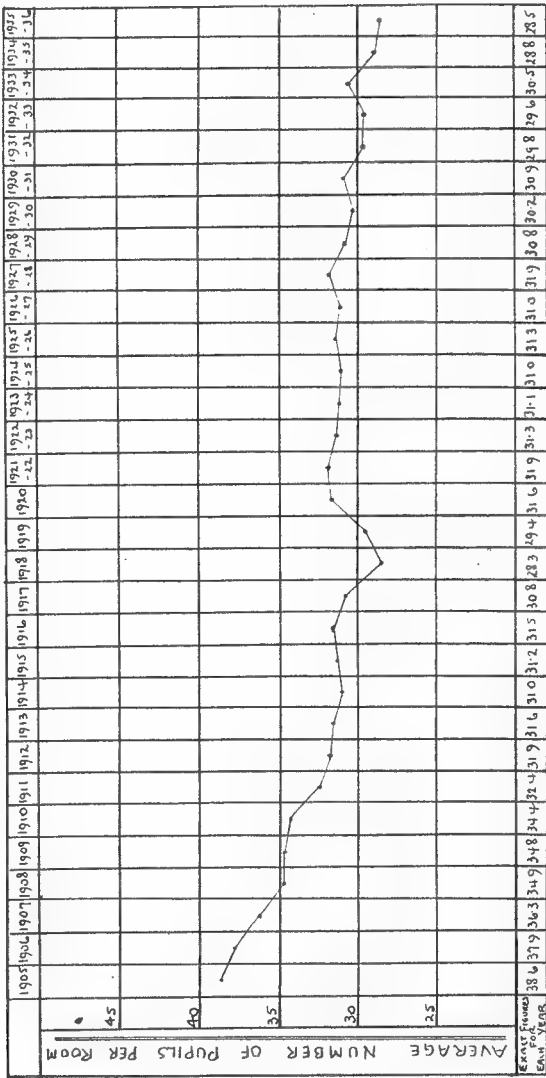


TABLE 21 ————— GRAPH 5

DIAGRAM SHOWING NUMBER OF PUPILS PER ROOM IN
— ALBERTA SCHOOLS FROM 1905 - 36 INCL. —



DEPARTMENT OF EDUCATION

TABLE 22

	1925-26	1934-35	1935-36
1. Aggregate number of days attended during the year	21,120.151	26,095.516	25,008.994
2. Average number attending each day	110,927.82	136,202.27	132,725.18
3. Average monthly percentage of attendance	86.56	88.46	87.15
4. Average number of days school was open during the year	187.65	184.61	178.84
5. Average number of days pupils attended during the year	140.31	155.38	149.59
6. Average number of days lost by pupils during the year	69.69	54.62	60.41
7. Percentage proportionate of total attendance to average attendance	73.69	81.27	79.38
8. Percentage proportionate of secondary to elementary grades	10.59	20.56	21.27

The average number of days attended by pupils has decreased 5.79 days from the previous year. Many of the schools in the Province were closed during the month of September due to the prevalence of an epidemic, and in February due to severe cold weather. The number of days lost by pupils is based on a school year of 210 days. The actual time lost by pupils is 16.36% of the time schools were in operation.

The average monthly percentage of attendance shows a decrease of 1.31% from last year.

The percentage proportionate of secondary to elementary grades shows an increase of .71% over last year.

Grades I to VIII are elementary and Grades IX to XII are secondary.

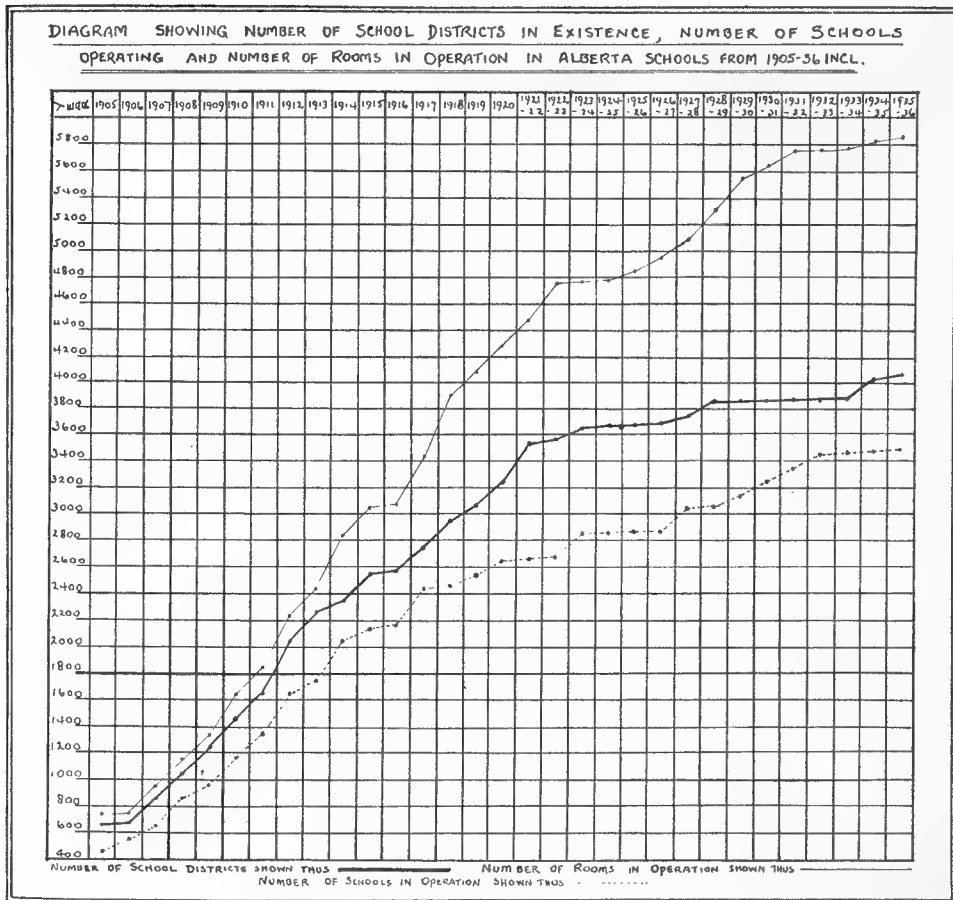
TABLE 23

TABLE SHOWING PARTICULARS RE SCHOOL DISTRICTS, SCHOOLS IN OPERATION, ETC., OF ALL SCHOOLS FROM 1905 TO 1936 INCLUSIVE

Year	No. of S.D. in Existence	No. of C.D. in Operation	No. of Rooms in Operation	Percentage of S.D. in Operation	Average Length of School Year	Average Monthly Percentage of Attendance
1905	602	476	628	79.07	174.4	
1906	746	570	760	76.41	183.2	
1907	902	694	945	76.94	159.6	
1908	1,070	851	1,135	79.53	160.0	
1909	1,250	970	1,323	77.60	163.2	
1910	1,501	1,195	1,610	79.60	158.3	
1911	1,784	1,392	1,902	77.93	157.0	
1912	2,029	1,600	2,229	78.85	178.8	
1913	2,235	1,705	2,511	71.81	178.3	
1914	2,360	2,027	2,898	85.89	178.3	
1915	2,478	2,138	3,082	86.36	181.5	
1916	2,598	2,170	3,143	83.33	184.1	
1917	2,773	2,471	3,497	89.11	182.5	
1918	2,964	2,766	3,933	93.32	180.5	82.53
1919	3,106	2,796	4,128	90.02	180.2	82.51
1920	3,215	2,826	4,289	87.90	183.0	82.76
1921-22	3,367	2,861	4,485	85.27	187.7	85.61
1922-23	3,388	2,995	4,729	88.40	184.6	86.42
1923-24	3,409	3,034	4,742	89.00	184.7	78.25
1924-25	3,431	3,033	4,759	88.40	184.7	87.44
1925-26	3,463	3,041	4,803	87.91	187.6	86.56
1926-27	3,515	3,124	4,977	89.10	188.4	86.56
1927-28	3,571	3,202	5,148	89.66	184.6	87.36
1928-29	3,640	3,242	5,345	89.07	187.9	87.28
1929-30	3,720	3,314	5,558	89.13	190.2	89.35
1930-31	3,755	3,346	5,624	88.94	192.7	89.99
1931-32	3,788	3,395	5,729	89.44	195.0	90.02
1932-33	3,734	3,451	5,796	90.66	192.5	88.69
1933-34	3,766	3,428	5,782	91.03	192.7	90.18
1934-35	3,812	3,449	5,815	90.48	184.6	88.46
1935-36	3,859	3,492	5,873	90.49	178.8	87.15

Of the school districts able to operate, 95.64% were in operation. The total for 3,859 includes the units in consolidation and the 11 large divisions that were erected in 1936.

TABLE 24—GRAPH 6



DEPARTMENT OF EDUCATION

TABLE 25

RECEIPTS AND DISBURSEMENTS

SUMMARY OF RECEIPTS AND DISBURSEMENTS OF SCHOOL DISTRICTS
FOR THE YEAR 1935

RECEIPTS

Cash on hand January 1st, 1935	\$ 1,534,883.60
Proceeds from Debentures	21,715.76
Taxes collected	7,489,822.77
Government Grants	1,432,084.66
Borrowed by Note	753,505.33
Pupils' Fees	141,329.66
Amount advanced by Treasurers	987.69
Received from other sources	306,672.04
	<u>\$11,681,001.51</u>

DISBURSEMENTS

Teachers' Salaries	\$ 5,668,087.81
Officials' Salaries	274,490.42
Paid on Debentures	1,160,749.00
Paid on Notes (Renewals and Interest)	797,625.35
School Buildings and Repairs	409,058.55
School Grounds	68,869.10
School Furniture	74,122.18
Library and Reference Books	15,497.75
Apparatus and Equipment	36,995.07
Supplies and Stationery	217,929.98
Caretaking and Fuel	808,904.21
Insurance	68,359.80
Other expenditures	558,421.85
Balance on hand December 31, 1935	1,521,890.44
	<u>\$11,681,001.51</u>

TABLE 26

COMPARATIVE STATEMENT SHOWING RECEIPTS AND DISBURSEMENTS OF
TOWN, VILLAGE AND RURAL SCHOOL DISTRICTS FOR THE YEAR 1935

RECEIPTS	Town and Village Districts	Rural Districts
Cash on hand January 1st, 1935	\$ 635,452.61	\$ 899,430.99
Proceeds from Debentures		21,715.76
Taxes Collected	4,769,624.74	2,720,198.03
Government Grants	636,754.89	795,329.77
Borrowed by Note	695,517.24	57,988.09
Pupils' Fees	106,811.88	34,517.78
Amount advanced by Treasurers	91.45	896.24
Received from other sources	215,399.11	91,272.93
	<u>\$7,059,651.92</u>	<u>\$4,621,349.59</u>
DISBURSEMENTS		
Teachers' Salaries	\$3,327,786.75	\$2,340,301.06
Officials' Salaries	141,527.01	132,963.41
Paid on Debentures	966,170.06	194,578.94
Paid on Notes (Renewals and Interest)	700,014.16	97,611.19
School Buildings and Repairs	197,738.99	211,319.56
School Grounds	32,679.72	36,189.38
School Furniture	27,872.78	46,249.40
Library and Reference Books	4,024.23	11,473.52
Apparatus and Equipment	24,786.51	12,208.56
Supplies, Stationery, etc.	129,556.97	88,373.01
Caretaking and Fuel	530,949.77	277,954.44
Insurance	42,408.05	25,951.75
Other Expenditures	320,909.23	237,512.62
Balance on hand December 31st, 1935	613,227.69	908,662.75
	<u>\$7,059,651.92</u>	<u>\$4,621,349.59</u>

TABLE 27
COMPARATIVE STATEMENT SHOWING ASSETS AND LIABILITIES OF TOWN,
VILLAGE, AND RURAL SCHOOL DISTRICTS FOR THE YEAR 1935

ASSETS	Town and Village Districts	Rural Districts
Cash on hand December 31st, 1935	\$ 613,227.69	\$ 908,662.75
Arrears of Taxes due	3,529,647.34	4,640,731.97
Estimated Value of Land and Buildings	12,156,377.43	6,621,221.55
Estimated Value of Furniture and Apparatus	1,543,949.12	1,551,690.54
Estimated Value of School Libraries	92,915.17	269,272.61
Other Assets	994,008.49	235,287.35
	<u>\$18,930,125.24</u>	<u>\$14,226,866.77</u>
LIABILITIES		
Teachers' Salaries	\$ 46,353.02	\$ 222,695.98
Debenture Indebtedness	8,794,788.08	1,088,450.70
Outstanding Accounts	782,764.53	833,567.89
Amounts due Treasurers	78.75	641.00
Excess of Assets over Liabilities	9,306,130.86	12,081,511.20
	<u>\$18,930,125.24</u>	<u>\$14,226,866.77</u>

TABLE 28
COMPARATIVE STATEMENT SHOWING ASSETS AND LIABILITIES OF ALL
SCHOOL DISTRICTS FOR THE YEAR 1935

ASSETS	
Cash on hand December 31st, 1935	\$ 1,521,890.44
Arrears on Taxes due	8,170,379.31
Estimated Value of Land and Buildings	18,777,598.98
Estimated Value of Furniture and Apparatus	3,095,639.66
Estimated Value of School Libraries	362,187.78
Other Assets	1,229,295.84
	<u>\$33,156,992.01</u>
LIABILITIES	
Teachers' Salaries	\$ 269,059.00
Debenture Indebtedness	9,883,238.78
Outstanding Accounts	1,616,332.42
Amounts due Treasurer	719.75
Excess of Assets over Liabilities	21,387,642.05
	<u>\$33,156,992.01</u>
Total Insurance on Property	<u>\$18,152,748.00</u>

TABLE 29
COMPARATIVE COST OF EDUCATION

	1925-26	1934-35	1935-36
IN ALL SCHOOLS:			
Cost per pupil per year according to enrolment	\$ 59 12	\$ 54.07	\$ 54.54
Cost per pupil per year according to average attendance	80.49	66.50	68.63
Average cost per pupil for each day in attendance	.421	.337	.364
IN UNGRADED SCHOOLS:			
Cost per pupil per year according to enrolment	53 06	41 64	42.62
Cost per pupil per year according to average attendance	79.32	54.67	57 31
Average cost per pupil for each day in attendance	.429	.288	.304
IN GRADED SCHOOLS:			
Cost per pupil per year according to enrolment	64 52	62 17	62.08
Cost per pupil per year according to average attendance	81.35	73.70	75.22
Average cost per pupil for each day in attendance	.419	.382	.399
IN TOWN AND VILLAGE SCHOOLS:			
Cost per pupil per year according to enrolment	51 59	49.09	49 55
Cost per pupil per year according to average attendance	68.33	58 25	60.08
Average cost per pupil for each day in attendance	.353	.301	.315
IN CITY SCHOOLS:			
Cost per pupil per year according to enrolment	73.66	81.77	80.85
Cost per pupil per year according to average attendance	88.19	94.64	95 70
Average cost per pupil for each day in attendance	.455	.493	.514
IN CONSOLIDATED SCHOOLS:			
Cost per pupil per year according to enrolment		70.72	71.60
Cost per pupil per year according to average attendance		84.92	86.57
Average cost per pupil for each day in attendance		.430	.458
IN RURAL HIGH SCHOOLS:			
Cost per pupil per year according to enrolment		71 96	64.85
Cost per pupil per year according to average attendance		87.79	81.14
Average cost per pupil for each day in attendance		.453	.424

TABLE 30
TABLE SHOWING TOTAL DISBURSEMENTS, ACTUAL COST OF OPERATION, AND
COST PER PUPIL BASED ON ENROLMENT AND ON AVERAGE ATTENDANCE

Year	Total Disbursements	Actual Cost of Operation	Average Cost per Pupil Based on Enrolment	Actual Cost per Pupil Based on Average Attendance
1905	\$ 477,906.28			
1906	422,006.25			
1907	1,793,952.86			
1908	2,393,681.25			
1909	2,735,858.20			
1910	3,362,393.33			
1911	5,025,773.48			
1912	6,667,281.81			
1913	8,684,186.04	\$ 3,211,541.71	\$40.28	\$69.90
1914	7,834,891.67	4,096,142.48	46.43	76.55
1915	7,965,469.42	4,028,592.61	44.69	71.16
1916	6,121,614.26	4,321,020.74	44.09	72.53
1917	6,595,562.01	4,800,938.08	45.39	74.82
1918	7,496,691.64	5,290,892.57	46.81	75.87
1919	8,805,528.59	6,430,231.41	52.89	85.99
1920	10,644,329.13	7,881,971.22	58.06	95.63
1921-22	12,134,488.37	8,753,439.81	61.24	87.09
1922-23	12,358,371.36	8,924,404.34	60.28	84.70
1923-24	11,863,566.60	8,362,506.00	61.22	83.74
1924-25	11,458,506.36	8,760,197.00	59.27	81.20
1925-26	10,826,790.28	8,764,479.00	59.12	80.49
1926-27	11,280,112.44	9,137,429.00	59.18	79.37
1927-28	11,707,988.40	9,466,675.00	59.50	79.49
1928-29	13,036,865.26	10,086,501.00	61.18	81.66
1929-30	14,396,549.42	10,697,549.00	63.64	80.69
1930-31	14,050,523.50	11,017,869.00	65.24	80.58
1931-32	12,122,345.98	10,522,137.00	61.61	75.35
1932-33	11,495,119.68	10,134,592.00	59.96	73.66
1933-34	10,028,939.39	9,295,551.00	55.03	66.80
1934-35	10,349,898.76	9,070,715.00	54.07	66.59
1935-36	10,159,111.07	9,119,641.00	54.54	68.63

TABLE 31
TEACHERS' SALARIES, 1935-36, IN ALL SCHOOLS

Class of Certificate	Number of Teachers	Salaries Paid		
		Highest	Lowest	Average
Academic, High School and First, Male	1,230	\$4,000.00	\$ 500.00	\$1,232.88
Academic, High School and First, Female	1,900	3,650.00	450.00	954.15
Second, Male	754	3,400.00	400.00	873.03
Second, Female	2,015	2,500.00	360.00	867.59
Third, Male	13	840.00	450.00	601.15
Third, Female	26	850.00	450.00	611.73
Vocational and Special, Male	46	3,800.00	1,250.00	2,191.33
Vocational and Special, Female	17	3,000.00	1,475.00	1,946.77

TABLE 32
AVERAGE SALARY OF TEACHERS

	No. of Teachers, 1935-36	Salaries, 1925-26	Salaries, 1935-36
Average salary per year paid in rural			
Rural Schools	3,727	\$1,032.80	\$ 730.74
Average salary per year paid in rural			
Urban Schools	2,274		1,394.95
Average salary per year paid in rural			
Town Schools	1,507	1,598.04	1,599.58
Average salary per year paid in rural			
Village Schools	359	1,218.83	982.75
Average salary per year paid in rural			
Separate Schools	181	1,011.11	1,062.08
Average salary per year paid in rural			
Consolidated Schools	227	1,259.43	957.79
Average salary per year paid in all schools	6,001	1,203.89	982.41

TABLE 33
STATEMENT SHOWING ENROLMENT, AVERAGE ATTENDANCE, TEACHERS' SALARIES, ETC., FOR EACH YEAR FROM 1906-36 INCLUSIVE

Year	No. of Pupils Enrolled		Daily Average Attendance for Pupils		Amount Expended on Teachers' Salaries	Total Number of Teachers Employed	Total Number of School Districts Organized	Number of School Districts Erected Each Year	Value of School Buildings and Grounds	Value of School Libraries	Excess of Assets Over Liabilities
	Rural	Town and Village	Rural	Town and Village							
1906	14,576	14,208	1,395.34	7,386.73	\$ 386,107.99	924	742	144	\$ 926,706.26	\$ 10,384.49	\$ 607,678.45
1907	16,344	17,994	8,108.25	9,202.51	497,745.78	1,210	1,210	156	1,946,869.28	16,490.25	1,486,275.67
1908	18,389	20,054	10,104.32	8,819.44	592,222.64	1,468	1,066	168	2,553,060.43	22,879.20	1,125,362.70
1909	23,165	22,883	12,498.87	9,826.19	758,815.51	1,815	1,245	179	3,531,363.57	30,409.52	2,615,321.78
1910	29,835	25,472	15,577.58	14,033.87	908,045.12	2,217	1,496	251	4,643,612.94	39,302.70	2,941,474.49
1911	32,098	29,562	16,252.65	16,304.11	1,144,583.75	2,651	1,778	282	7,371,639.52	50,950.28	4,078,812.02
1912	36,399	34,643	19,513.65	19,712.95	1,411,200.65	3,054	2,019	241	9,908,492.24	75,327.30	4,995,691.25
1913	39,287	40,622	21,350.65	24,537.56	1,672,525.93	3,298	2,236	217	12,110,978.06	76,468.38	5,359,211.04
1914	46,550	43,360	26,030.33	28,552.69	2,050,697.01	3,978	2,360	124	13,442,987.54	86,597.74	6,189,898.57
1915	51,207	46,079	30,141.68	30,970.32	2,244,963.69	4,218	2,489	129	13,834,839.12	111,339.97	6,836,241.52
1916	47,987	51,223	27,082.80	33,188.59	2,421,404.48	4,607	2,624	135	14,165,097.25	134,387.70	8,432,140.36
1917	54,182	53,545	30,697.64	34,677.23	2,620,085.54	5,133	2,773	149	14,468,014.29	150,690.62	9,069,982.43
1918	48,800	62,229	28,961.28	39,527.37	2,860,351.67	5,652	2,964	139	14,863,976.33	191,387.86	8,827,683.37
1919	53,238	68,329	31,334.04	43,441.56	3,560,317.58	6,502	3,106	142	15,892,920.05	224,971.07	9,990,849.44
1920	59,886	75,864	34,935.05	47,481.63	4,371,508.02	7,321	3,215	109	16,824,719.25	252,691.19	11,573,173.18
1921	*56,361	*67,967	*39,122.17	*50,179.18	5,213,011.25	5,320	3,301	86	18,055,485.21	301,364.86	12,558,363.17
1921-22	66,211	76,691	41,892.60	58,621.94	5,438,826.20	5,787	3,367	73	18,442,012.68	331,581.11	13,294,175.25
1922-23	67,730	80,315	44,110.73	61,253.16	5,411,486.95	5,669	3,388	27	18,068,293.17	337,289.08	14,580,843.29
1923-24	67,455	79,918	44,139.26	61,713.88	5,443,247.53	5,727	3,409	24	18,379,211.58	364,403.00	15,415,937.14
1924-25	68,175	79,621	44,709.80	63,170.36	5,477,156.27	4,864	3,431	22	18,651,314.66	366,113.20	17,270,684.21
1925-26	68,971	81,555	46,009.79	64,918.03	5,640,218.58	5,135	3,463	40	19,028,044.57	363,982.02	17,125,184.00
1926-27	73,942	80,438	49,826.69	65,298.09	5,899,839.00	5,380	3,571	50	19,689,644.57	369,992.98	17,982,551.66
1927-28	76,081	83,005	51,470.05	69,676.29	6,243,085.22	5,815	3,571	59	20,957,119.68	373,106.19	18,618,336.17
1928-29	77,665	87,185	53,803.84	69,613.96	6,586,973.98	5,827	3,640	75	22,394,686.67	381,024.94	19,606,227.19
1929-30	79,335	88,741	57,809.26	74,763.75	6,847,412.54	5,705	3,720	81	22,599,361.43	381,971.83	20,850,105.17
1930-31	80,116	88,614	61,266.27	75,466.72	6,711,826.03	5,844	3,758	40	23,251,371.83	374,499.52	21,676,640.17
1931-32	81,438	89,357	62,769.54	76,883.24	6,706,996.78	5,760	3,788	35	19,035,491.88	378,338.70	18,811,741.41
1932-33	83,384	88,061	64,070.55	75,635.98	6,734,956.41	6,050	3,754	20	18,424,568.96	368,557.00	19,358,778.66
1933-34	84,793	87,247	66,298.76	73,570.14	5,613,780.88	5,912	3,766	33	20,491,602.43	358,234.93	22,226,912.37
1934-35	84,099	83,855	64,672.32	71,440.05	5,668,078.81	5,911	3,812	53	18,777,598.98	362,187.78	21,387,642.06
1935-36	83,558	83,335	63,213.42	69,511.76		6,001	3,859	40			

*For the June Term only.

The value of School Buildings and Grounds, School Libraries, Excess of Assets, etc., are for the calendar year.

TABLE 34
SCHOOL DISTRICTS ESTABLISHED DURING 1936

Name	No.	Date of Estab- lishment	Twp.	Rge.	Mer.	Secretary-Treasurer
Jason	4714	Jan. 6th	75-76	21-22	5	G. L. Wilson, Peace River (O.T.)
Assineau	4715	Jan. 6th	73-74	8-9	5	R. A. Frances, Canyon Creek
Kehiwin Lake	4716	Jan. 6th	59	7-8	4	Ed Garneau, Hoselaw
Caroline	4717	Jan. 9th	36-37	6	5	Vance Brancht, Caroline
Shoal Lake	4718	Jan. 21st	60-61	2-3	5	A. W. Fisher, Neerlandia
Moon Valley	4719	Feb. 17th	47-48	7-8	5	Mrs. L. Hoefling, Violet Grove
Balm Hill	4720	Feb. 17th	62-63	3-4	5	Mrs. A. Park, Vega
Cherry Point	4721	Feb. 22nd	82-83	12-13	6	Mrs. M. Rima, Cherry Point
Laura	4722	Mar. 9th	68-69	20-21	4	H. A. Kostash, Athabasca (O.T.)
Osborne Lake	4723	Mar. 9th	63-64	6-7	4	Gerard Plouffe, Willow Trail
Moon Lake	4724	Mar. 9th	50-51	7	5	R. J. Scott, Edmonton (O.T.)
Royal Winner	4725	Mar. 9th	77-78	3-4	6	Mrs. P. Whelan, Prestville
Garden City	4726	Mar. 9th	57-58	4-5	5	Mrs. C. Cunningham, Stewartfield
Wetonka	4727	Mar. 9th	57-58	5-6	5	C. D. McKay, Meadowview
Lawton	4728	Mar. 23rd	58	3-4	5	Mrs. L. Clarkson, Lawton
Moose Creek	4729	Mar. 23rd	61-62	7-8	4	Cecil Turton, Columbine
Joussard	4730	Apr. 7th	73-74	13-14	5	Amedee Brisson, Joussard
Belloy	4731	Apr. 7th	78	2	6	Wm. Ripley, Belloy
Haven	4732	Apr. 22nd	69	10-11	6	Mrs. K. Ross, Halcourt
Wild Park	4733	May 22nd	8	12-13	4	J. Kambeltz, Grassy Lake
Silver Springs	4734	May 22nd	25	1-2	5	J. A. Macgregor, Calgary (O.T.)
New Springvale	4735	May 26th	27	24-25	4	W. E. Frame, Drumheller (O.T.)
Fish Creek	4736	June 18th	22	3-4	5	W. H. Edwards, Calgary (O.T.)
Pendleton	4737	June 18th	72	11-12	6	C. Picketts, Goodfare
Marina	4738	July 6th	86-87	8	6	C. Robinson, Marina
Green Willow	4739	Aug. 6th	55	27-1	4-5	Eugene Hoefle, Calahoo
Morrowdale	4740	Aug. 6th	48	1-2	5	Arthur Hebner, Thorsby
Muriel	4741	Aug. 6th	56-57	6	4	S. Male, Elk Point
Pinecrest	4742	Aug. 21st	62	7	4	H. A. Neill, Franchere
Log Cabin	4743	Aug. 24th	54-55	10-11	5	Kenneth Dash, MacKay
Winagami	4744	Sept. 4th	76	17-18	5	G. L. Wilson, Peace River (O.T.)
Trail	4745	Sept. 8th	53-54	17-18	5	L. L. Osborn, Edson
Canyon View	4746	Sept. 8th	53-54	1-2	4	C. W. Haynes, Onion Lake, Sask.
Elk Head	4747	Sept. 22nd	49-50	8-9	5	Mrs. B. Chipchase, Easyford
Spring Glade	4748	Sept. 22nd	50	7-8	5	Mrs. R. Jeffrey, Round Valley
Collynie	4749	Nov. 21st	55	7-8	5	Geo. Wilson, Rangeton
Simonette	4750	Nov. 21st	70-71	26-27	5-6	Mrs. G. W. Clarke, Debolt
				-1		
Cold Spring	4751	Nov. 23rd	81-82	1	6	Mrs. M. E. Wright, Whitelaw
Follie Timber	4752	Dec. 22nd	53	12-13	5	L. Maitland, Niton
Pinecroft	4753	Dec. 22nd	32	5	5	Pete Nielson, Sundre

SCHOOL DISTRICTS DISSOLVED DURING 1936

Name	No.	Date of Dissolution	Twp.	Rge.	Mer.
Mountain View					
Consolidated	3	November 4th	1-2	27-28	4
Edson River	3079	September 8th	53-54	17-18	5
Evadne	3100	April 11th	23	4-5	4
Lovett	3212	January 21st	46-47	19	5

DEPARTMENT OF EDUCATION

TABLE 35
REPORT OF PRIVATE SCHOOLS, ELEMENTARY AND SECONDARY, FOR THE
SCHOLASTIC YEAR ENDING JUNE 30, 1936

No. of Colleges reporting		41		
	Male	Female	Total	
No. of Teachers in residence	54	65	119	
No. of Teachers not in residence	28	36	64	
No. of Pupils in residence	893	676	1,569	
No. of Pupils not in residence	547	967	1,514	
No. of Pupils also enrolled in publicly controlled schools	13	13	26	
No. of Pupils doing work of elementary grades	748	788	1,536	
No. of Pupils doing work of secondary grades	465	407	872	
No. of Pupils doing special work only	227	448	675	
Total Enrolment		3,083		
Average Attendance		2,748.33		
Average number of days school operated		189.69		
Length of course in years		4 to 14 years		
Schools under control of:				
(a) Church		13		
Corporation		9		
Society		4		
Private Individuals		15		
(b) Religious Denominations		28		
Non-Sectarian		13		

TABLE 36
PRIVATE SCHOOLS
DISTRIBUTION OF PUPILS BY SEX, GRADE, AND AGE LAST BIRTHDAY
ACADEMIC SCHOOL YEAR ENDED JUNE 30th, 1936
(July 1st, 1935, to June 30th, 1936)

Grade	Sex	5 yrs. and under	6 yrs.	7 yrs.	8 yrs.	9 yrs.	10 yrs.	11 yrs.	12 yrs.	13 yrs.	14 yrs.	15 yrs.	16 yrs.	17 yrs.	18 yrs.	19 yrs.	20 yrs.	21 yrs.	*Totals
Grade I	Boys	5	41	46	27	14	4	2	1	1									141
Grade II	Girls	8	35	44	18	14	5	4	2	1									130
Grade III	Boys		3	27	38	21	14	5	2	1									111
Grade III	Girls		5	29	33	17	9	3	2	1									101
Grade IV	Boys			5	32	36	22	11	1	1									98
Grade IV	Girls			5	7	17	12	2	1	1									112
Grade V	Boys				9	21	26	20	13	3									88
Grade V	Girls					4	30	23	12	4									104
Grade VI	Boys					4	15	24	21	13									84
Grade VI	Girls						19	29	19	13									95
Grade VII	Boys						4	15	20	18									77
Grade VII	Girls						6	20	14	14									74
Grade VIII	Boys							3	15	21									80
Grade VIII	Girls							5	17	22									75
Grade IX	Boys							5	5	15									79
Grade IX	Girls								5	20									247
Grade X	Boys									12									322
Grade X	Girls									15									195
Grade XI	Boys									1									12
Grade XI	Girls																		143
Grade XII	Boys																		171
Grade XII	Girls																		107
Totals by Sex	Boys	5	44	78	95	89	86	80	78	85	121	161	171	137	92	54	21	43	1440
Totals by Sex	Girls	8	40	78	92	92	91	96	83	91	148	216	212	158	102	61	21	54	1643
*Grand Totals		13	84	156	187	181	177	176	161	176	269	377	383	295	194	115	42	97	3,083

INDEX

	PAGES
Alberta Teachers' Association—Present Status	7
Attendance (See Statistics)	82, 83, 84, 85, 90, 92
Attendance Act—Enforcement	68
Blind Pupils	11
Canadian Education Association	20
Certification of Teachers	8, 16, 26, 27, 38
Changes in Inspectorial Staff	35
Collection of Taxes	44
Commercial Education	73
Examinations	25
Correspondence Courses	21, 27
Deaf Pupils	11
Departmental Examinations:	
Analysis of Results:	
Academic	23, 24
Commercial	25
Supplemental	26
Technical	25
Certificates of Credit Issued	26
Divisions, New School	47, 49, 67
Examinations—Departmental	22, 23, 24, 25, 26
New High School Entrance Examinations Board	14
Inspection:	
Changes in Staff	35
Collection of Taxes	44
Excerpts from Inspectors' Reports	42, 43, 45, 50, 54, 60, 63, 66, 67
Fairs, Festivals, Conventions and Institutes	62
Gradings	38
High School Inspection	37
Libraries	65
Map Showing New Divisions	49
Operation of Schools	43
Organization of the New School Divisions	47
Personnel and Allocation of Inspectorial Staff	37
Quality of Instruction	52, 57
Suggestions and Recommendations	65
Survey of Educational Conditions	41
Libraries	20, 65, 66
Loans to Normal School Students	12
Loans to School Districts	12
Music in Alberta Schools	20
Normal Schools:	
Annual Conference of Instructors	16
Calgary	27
Camrose	31
Changes in the Normal School Programme	17
Edmonton	32
Supervisor's Report on Teacher Training	16
Official Auditors	12
Official Bulletin of the Department	16
Operation of Schools	43, 69, 75, 84, 88, 89, 92, 93
Private Schools	100, 101
Professional Status of Teachers	7
Programme of Studies for the Elementary School	8, 15, 34, 52
Programme of Studies for the High School	13, 38
Programme of Studies for the Intermediate School	8, 14, 36, 39, 57
Revision of the School Programmes	13, 14, 15, 17
School-Book Branch	70
School Buildings Branch	72
School of Education	19
School Fairs	62
School Festivals	62
Sight-Saving Classes	11
Soldiers' Children	12
Special Classes	11

Statistics:

Attendance of Pupils	82, 83, 84, 85, 90
Attendance of Pupils Month by Month	82
Attendance in Town Schools	85
Classification of Pupils	77, 78, 79, 80, 81
Comparative Cost of Education	96
Comparative Statement of Assets and Liabilities of School Districts	95
Comparative Statement of Attendance and Classification	77
Comparative Statement of Enrolment, Attendance and Salaries, 1906 to 1936	98
Comparative Statement of Receipts and Disbursements of School Districts	94
Comparative Tables Showing Increase in Districts in Operation	88, 92, 93
Cost of Education	96, 97
Distribution of Pupils in Secondary Grades by Age and Sex	87
Distribution of Pupils in Secondary Grades by Subject	86
Distribution of Pupils by Sex, Grade and Age	79, 80, 81
Graph Showing Enrolment and Attendance, 1905 to 1936	90
Graph Showing Number of Pupils per Room, 1905 to 1936	91
Percentage of Enrolment	76
Possible and Actual Aggregate Attendance	83
Private Schools	100, 101
Pupils Leaving School at Age of 15	76, 81, 82
School Districts	92, 93, 99
School Districts Dissolved during 1936	99
School Districts Established during 1936	99
Summary of Assets and Liabilities of School Districts	95
Summary of Receipts and Disbursements of School Districts	94
Tables Showing Number of Schools in Operation and Days in Operation	88, 89
Tables Showing Pupils Under Age, Normal, and Over Age	81
Sub-Normal Pupils	11
Summer School for Teachers	18
Survey of Economic Conditions and School Finances	41
Teachers' Conventions and Institutes	62
Teachers' Salaries	44, 97, 98
Teacher Training	16, 17, 19
Technical Education	73, 74
Day and Evening Vocational Classes	75
Provincial Institute of Technology and Art, Calgary	73
Technical Examinations	25
Textbooks	71, 72